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ABSTRACT

This module, the third in a three-volume series, deals with instructional adaptation strategies for priority students in vocational education and is organized in two units: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual sections of the trainer's manual are the following topics: improving interpersonal relations between teacher and student, identifying teaching strengths, identifying learning characteristics, planning the instructional program, individualizing instruction, and adapting instructional content. Each unit contains some or all of the following: goals, objectives, a list of required materials, transparency masters, exercises, a teaching script, and handouts. Appended to the trainer's manual are separate discussions of the characteristics and special needs of minority group, handicapped, and limited-English-proficient students in vocational education. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN)

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MODULE III

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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U.S. DEPARTMENT OF EDUCATION
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Trainer's Manual

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MODULE III
"A Blueprint for Student Achievement"

Instructional Adaptation Strategies for Priority Students in Vocational Education

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INTRODUCTION

HOW TO USE THIS MANUAL

MODULE III: "A Blueprint for Student Achievement" is one of three modules of Making It Work, an inservice package designed to train vocational education personnel in the areas of retention, placement, and curriculum adaptation. The activities contained in the training sessions here--though specifically focused on the adaptation of curriculum and the learning environment for priority populations (Limited-English Proficient, Hispanics, Blacks, Handicapped, and women/men in nontraditional jobs)--are generic to the notion of curriculum adaptation in general and, as such, useful in designing curriculum for any student in the vocational education setting. The module is in two parts (A trainer's manual and a participant's resource manual) and designed for inservice training of teachers, counselors, and administrators in vocational education schools.

The primary purpose of this trainer's manual is to serve as a helpful tool for the trainer(s)/facilitators(s). Since the emphasis of the entire module is one of active participation--from the developers through the facilitator(s)/trainer(s) to local vocational education personnel being trained --this manual is important on several levels. It is intended to be used

- To help the facilitator understand the concept and design of the course, how it is theoretically supposed to work, and in what directions s/he should guide the participants.
- To help the facilitator prepare for and deliver the course.
- To serve as a reference resource.

"A Blueprint for Student Achievement" is a two-day course organized to make it easy for you to reproduce certain sessions and use them as the time and need arise. We have attempted to incorporate a sense of the dynamics as well as the mechanics of the course to make this manual as beneficial as possible, and we hope it will make your task more enjoyable and fruitful.

The objectives for training session(s) are the following:

A. Reduce anxiety in working with priority groups.

B. Develop a basic awareness of conditions/cultural considerations.

C. Foster total school commitment to serving the priority populations.

D. To introduce methods of establishing and maintaining an environment conducive to learning.

ORGANIZATION OF THE MODULE

MODULE III: "A Blueprint for Student Achievement" is a two-day course that combines basic principles of curriculum adaptation with specific vocational education material that is relevant to the daily operations of the vocational education classroom/shop. In order to accomplish this comprehensive goal, the course materials and activities have been developed to use different training and learning techniques and to integrate the voc. ed. content materials with other principles of adult learning.

The trainer's manual will help to focus and organize each of the activities and sessions throughout the training day. The purpose of each activity is presented along with information for trainers/facilitators. These comments ("Trainer Notes") help to introduce the activity and provide an overview of how the particular activity fits into the overall structure of the course. After a list of materials required and the time needed to complete each activity, there is a section which includes the topic(s) of the session(s), a lecture or outline for a lecture, and notes to the facilitator(s)/trainer(s) indicating when to use various materials, what questions to ask, when to set up small groups or initiate other activites/exercises, and other useful hints.

Materials for facilitators include overhead transparencies, case studies, self-check sheets, and other handout materials. These materials are placed within the module for the trainer's convenience. These materials have been designed to provide you with the tools that will help you conduct a successful course. Each trainer/facilitator, however, brings to a training situation a unique blend of skills, knowledge, and past experiences, along with his/her own training style. Therefore, the suggested lecture, script and notes will be of differing value to each facilitator and should be used accordingly. We do not mean for you to memorize the lecture but to become very familiar with it so as to deliver it with the use of notes. Use this manual as your guide book to the course. Write notes and comments in it as you use it so that it increases in value each time you conduct the course.

TRAINER QUALIFICATIONS

This course is meant to be conducted by a team of facilitators with complementary strengths in various areas. Some may be experienced in training and adult education and some experienced only in teaching, counseling or administration in the area of vocational education.

This combination can provide a lively learning environment for the participant plus it allows the individual facilitators to learn from each other. Therefore, rather than requiring specific qualifications for any one facilitator, we recommend that the training team include the following qualifications and competencies.

General Capabilities

- Good organizational ability
- Good public speaking ability
- Comfortability with oneself and his/her own strengths and weaknesses.

Conceptual Grounding

- Familiarity with the modern concepts of adult education. You do not have to have studied adult education in school nor have a graduate degree in it as long as you know the learning differences between children and adults and know how to apply them.
- Familiarity with the theoretical basis of group development.
- Familiarity with the basic concepts underlying the curriculum adaptation process as it occurs within the module.
- Familiarity with the basics of the psychology of learning.

Experience

- 2 to 3 years experience teaching in structured or nonstructured learning groups.
- 2 to 5 years experience in the vocational education system.
- Participation in a Train-The-Trainer session or an actual "Blueprint for Student Achievement" training session.

CONTENT

All the information that comes with the course should be familiar to you, and hopefully you'll know a good deal more--perhaps not in every content area, but certainly in the majority of them, because you must be prepared to both supplement and interpret content on your feet. In particular, you must be thoroughly familiar with the material used in this course, not because it is the best or only material, but because it is the foundation on which the course is built and to which participants are asked to refer. The participants may experiment with it, alter and critique it. But you shouldn't, except as an aid to them.

It is our desire that you continually and progressively contribute to the data base of the course, both through your own wisdom and experience and through additions from professional literature. Most of the content is arranged so you can supplement it easily.

PHILOSOPHY AND ASSUMPTIONS

This course was conceived and produced on the basis of certain assumptions regarding adult learning, which rest in turn on research and theory generally accepted by adult educators and management theorists.

Adults generally hold self-images which include autonomy, interdependence and independence, self-respect, and a sense of responsibility. They should not be treated as children in a school. Adults bring their experience and learning to the course. They are valuable resources for learning and potential contributors to the content and should be encouraged and guided to do so.

People are not passive. They are active all their working hours. They need not be specially motivated to learn. Adults readily learn what they want and need if the means, skill, and opportunities are made available. Hence, education based upon activity is preferable to education based upon passivity.

Adults are psychologically unique. That is, their personalities are well formed, their preferences well set. This means that each one has a particular preferred learning style. Adults do not all learn in the same way and need not learn in the same way. Therefore, learning methods which work well for some do not work at all for others. Methods should be varied and flexible to allow as many combinations as possible.

Adult behavior reflects cultural conditioning. With respect to education, most have gone through school and are accustomed to that kind of learning. They are not generally trained as self-directed learners though all have that potential. Self-directed learning needs to be taught and practiced. The span of experience of the particular audience to which this course is directed is very wide. Beginning voc. ed. personnel will be joining experienced staff in the same course, the young with the not-so-young, and the rurally-oriented with the urban-oriented. It's presumptuous to attempt to describe a common learning need.

There are many learning needs and the course delivery must be flexible so that people can meet various needs and learn from each other.

PLANNING FOR INSERVICE TRAINING AT YOUR SCHOOL

PLANNING FOR INSERVICE AT YOUR SCHOOL

It is not likely that the movement to involve more effectively priority students in vocational education will, like a fad, disappear in a few years. More than likely this trend will become an integral part of the total educational delivery system. Thus, any inservice effort for vocational education must train professionals to identify and be aware of the unique differences among students, and as a great deal of teaching involves the use of common sense, inservice experiences can help staff refine their "common sense" approach to instruction, placement, etc., in order to better serve not only students from priority populations, but all students of vocational education.[1]

Planning for the Needs Assessment

One of the first steps that must be taken in planning any inservice effort is to conduct a needs assessment, which may include three considerations:

- What the vocational education staff perceives as its needs;
- The need to inform vocational education personnel of policy and legislative mandate, etc.;
- The needs as perceived by administrative personnel and presenters.[2]

Previously-conducted needs assessments indicate that inservice programs should address the following:

- Vocational teacher attitudes towards priority populations.
- Identification and characteristics of priority students.
- Evaluation of priority youth.
- Individualization of instruction for priority students.
- Reading assessment of students and materials.
- Assessment and utilization of preferred student learning styles.
- Adapting the learning environment for priority/special needs students.

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[1] Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981

[2] Ibid., p. 35.

- Curriculum modification techniques for classroom and laboratory settings.

- Career information and decision making for priority/special needs students.*

Inservice goals and objectives must be practical, performance-based, and reflective of the needs assessment. They should also reflect competencies needed by vocational education personnel in dealing with priority group students.

Understanding the Need

The Role of the Teacher

Intergroup and interpersonal interaction take place in every classroom and past cultural and sexist biases are often reflected in other subject areas. Therefore, it is important that all staff members and both administrators and teachers be included in inservices. Inservice programs should be designed to develop the ability of the participants to:

1. Be aware of and understand the values, life styles, history, and contributions of various racial and ethnic groups, women as well as men, and various other identifiable subgroups in our society.

2. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.

3. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

4. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

5. Respect human diversity, due process, and individual rights.

6. Relate effectively to other individuals and various subgroups other than one's own.

Teacher Competencies

The purpose of developing an inservice program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

- Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.

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* Adapted from: Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981.

- Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.

- Understand the contributions, values, and life styles of women and various racial and cultural groups. Educators should be able to empathize with other groups such as the handicapped, etc.

- Develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own. Such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society.

- Identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability.

- Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.

- Deal with conflict situations in a positive, constructive way which will facilitate due process.

- Facilitate the students' awareness of their own values and the consistency of their actions with those values.

- Coordinate large and small group problem solving activities in the school and the classroom that reassure interdependence and cooperation among students.

- Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

- Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

- Understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes.

- Comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups.

- Understand how individual racism and sexism have become incorporated into institutional policies and programs.

These are only some of the competencies that come to mind when one thinks of developing a positive interpersonal and intergroup environment in schools and classrooms. Local schools may want to incorporate other competencies into their inservice program to meet specific unique local needs. It must again be stressed that local board and administration leadership and support will be a big factor in obtaining widespread teacher commitment to multicultural, nonsexist education in the classroom. On the other side of the coin, most schools will have teachers who are very knowledgeable of and committed to the concept, and these individuals should be utilized as resource persons as well as representatives of advisory groups.

THE ROLE OF THE ADMINISTRATOR

Schools must create an atmosphere for learning which is devoid of all prejudice, discriminiation and separatism.

The school administrator, at the central office or building level, has the responsibility for carrying out the policy of the school board, providing supervisory leadership to the rest of the staff, and making the everyday decisions which keep the school running smoothly throughout the year. Once a school board has adopted its policy on multicultural, nonsexist vocational education, it is the administrator who determines by his or her support and leadership whether school board policy remains merely a written statement on a piece of paper, or whether it is translated into visible, viable programs and activities in the school.

It is important for the school administrator to remember several things. One is that as a human being, an administrator has a personal philosophy of life and of education. Both state and local school boards may at one time or another make policy decisions which conflict with an individual administrator's philosophy. Although it would be nice to believe that all administrators would support the concepts of multicultural, nonsexist education, reason and reality dictate that this will not be the case. Administrators who find themselves in such a position must remember that although they are free to lead their personal lives as they wish, they have a professional, moral, and legal responsibility to provide equal educational opportunities to all their students whether they be female or male, minority or majority, and to prepare all their students for the realities of today's world.

Secondly, it must be remembered that minority groups and women are under-represented in administrative leadership positions. Unless attempts are made to get additional community and staff input, many administrators will be faced with developing a multicultural, nonsexist education program drawing upon a somewhat limited white, middle class, male perspective.

The effectiveness of a multicultural, nonsexist education program will depend on the commitment of both administrative and teaching staff to the program. Since the program will most likely be implemented with the present staff, it will be necessary that opportunity be provided for professional growth for all staff members in the area of multicultural, nonsexist education.

Other Steps For Administrators Are The Following:

1. Make sure that the staff, students, and community residents are aware of federal and state laws, state rules, state guidelines, and the local board policy related to equal educational opportunity and multicultural, nonsexist education.

2. Assign responsibility for program implementation. It is important that who ever gets this assignment feels comfortable with the concept of multicultural, nonsexist education. Make sure that staff, students, and parents know who the designated individual is.

3. Appoint an advisory committee and provide operating procedures for the committee. Call initial meeting and work with the committee to assess needs and develop goals and objectives.

4. Establish a standard procedure for dealing with the grievances of staff, students, and parents.

5. Initiate the involvement of staff, students, parents, and community in conducting an assessment of needs for establishing the program. State desired human relations competencies needed by students and staff in behavioral terms.

6. Develop activities which will enable the district to meet its goals and objectives. Identify both internal and external resources. Write up multicultural, nonsexist education plan.

7. Develop an evaluation and a follow-up program.

8. Seek needed financial support from the local and state Boards of Education.

9. Utilize members of the advisory committee as resource persons.

10. Provide inservice training in human relations for board members, administrators, teaching staff, and support staff. Identify teachers that are presently implementing a multicultural, nonsexist program and utilize them as resource persons.

Self Assessment For Inservice Preparation

The next step in planning for inservice at your school is a process of self assessment for voc. ed. personnel. This, in addition to the needs assessment, enables staff to include in the inservice activities those areas of particular concern to staff at a particular voc. ed. location. Some samples of what the self assessment instrument might look like follow.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1.	Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff?	1 2 3 4 5
2.	Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?)	1 2 3 4 5
3.	Have you prepared and disseminated a directive to all staff members affirming a student's right of access to all courses regardless of sex or race?	1 2 3 4 5
4.	Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority?	1 2 3 4 5
5.	Have you planned inservice activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum?	1 2 3 4 5
6.	Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society?	1 2 3 4 5
7.	Have you taken affirmative action to provide a balanced staff in terms of sex, age and race?	1 2 3 4 5
8.	Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program?	1 2 3 4 5
9.	Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex?	1 2 3 4 5
10.	Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district?	1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other non job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Is pregnancy of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students of access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: *Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools*. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 per cent minority? Less than 80 per cent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Have the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocational and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocational and career oriented course multicultural in nature (emphasis on home economics which deals with many culture-oriented factors)? 1 2 3 4 5

Adapted from: *Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools*. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11.	Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority and minority students)?	1 2 3 4 5
12.	Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)?	1 2 3 4 5
13.	Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex?	1 2 3 4 5
14.	Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex?	1 2 3 4 5
15.	In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race?	1 2 3 4 5
16.	Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race?	1 2 3 4 5
17.	Is all participation in extracurricular activities open equally to students regardless of sex or race?	1 2 3 4 5
18.	Are all participants in extracurricular activities treated equally regardless of race or sex?	1 2 3 4 5
19.	Are all school facilities equally available for use by students regardless of race or sex?	1 2 3 4 5
20.	Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex?	1 2 3 4 5
21.	Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race?	1 2 3 4 5
22.	Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)?	1 2 3 4 5
23.	Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females (Majority and minority students)?	1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority students)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

CURRICULUM ASSESSMENT GUIDE

The following questions deal with various areas of curriculum and materials. They can serve as an evaluation tool to determine the areas within your school in which to work to insure effective vocational education for all students.

1. Does your system provide guidelines for evaluating materials for racial and sex-role stereotyping?
2. Are these tools in the hands of those persons choosing and ordering materials?
3. Is your staff aware that it is necessary to teach children of all ages to recognize stereotyping which exists in textbooks and materials currently in use?
4. Does your staff counteract stereotypical materials actively through discussion or creative activities?
5. Is your staff aware that sexist language and racist adjectives in materials must be brought to the students' attention and discussed as such?
6. Do lesson plans reflect an awareness of the need to acquaint students with positive role models?
7. Are materials by and about minorities and women incorporated into history and social studies classes at all levels?
8. Do English courses include literature by women and minority authors?
9. Does your system offer courses dealing with Black and minority history?
10. Does your system offer courses dealing with women's history?
11. Are librarians aware of the importance of the library as a resource for alternative materials not yet incorporated into the formal curriculum?

From: A Guide for the Evaluation of Instructional Materials Under Chapter 622, Massachusetts Department of Education, December, 1980.

EVALUATING THE SCHOOL LIBRARY

1. Is the collection integrated or are sections labeled for either boys or girls?
2. Does the library include materials which discuss psychology, sociology, economics, political science, and history from minority and feminist viewpoints, appropriate to students' age levels?
3. Does the library include a significant number of biographies and autobiographies by and about women and minority members?
4. Does the library include fiction which portrays minority members and females in non-stereotyped roles?
5. Do library displays include feminist and minority-related subjects?
6. Does the library subscribe to and make readily available minority, feminist, and bilingual periodicals and publications?
7. Do materials on career choices offer a wide variety of options for both girls and boys, or do they suggest that certain careers are for girls and others for boys?
8. Do pictorial career displays depict women and minorities in a variety of positive roles?
9. Do library materials meet the standards for non-sexist, non-racist instructional materials?
10. In selecting new library materials, consider the preceding guidelines.

Adapted from: Pennsylvanians for Women's Rights Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, 1974.

A MODEL PLAN COMPONENT

After a self-evaluation and needs assessment have been completed, writing a plan is the next step. A written plan should include long range goals, short range objectives, written description of the activities planned to meet goals and objectives, priority of goals, and target date for completion of activity. Unless there is a written plan of action with target completion dates for activities, very little will be achieved. The following model component is included to demonstrate one possible format.

Statement of Problem: The needs assessment showed that the present electronics shop curriculum has no component which deals directly with contemporary intergroup relations or sex role stereotyping and which would cause students to seriously reflect on their attitudes in these areas. Peer group pressures have been a factor in reluctance of male and female students to sign up for nontraditional classes which they would really like to take.

Goal - Priority No. 3: To develop components on intergroup relations and sex role stereotyping to be integrated into the electronics program as well as to review the entire electronics curriculum to ensure that it supports positive intergroup relations and will serve to lessen stereotyping and prejudice on the bases of race and sex.

Objectives:	Activity:	Evaluation:
To identify electronics programs and materials which will meet the goals of the overall electronics program and deal with intergroup relations and sex role stereotyping as well.	The electronics Materials Adoption Committee will contact publishers and review available materials.	Committee will recommend new materials for adoption next year when new electronics textbook adoption is scheduled.
To identify classroom human relations activities which have been developed for classroom use.	The electronics teachers and coordinator will research area and develop a classroom component of human relation activities.	This classroom human relations resource unit will be presented over the next school term.

Objectives:	Activity:	Evaluation:
To provide inservice for all electronics teachers on effective teaching techniques.	Shop coordinators will plan two, three hour inservice sessions for all electronics teachers during the next year.	All teachers will have been inserviced by ____________.
To develop a pre- and post attitude inventory to measure effectiveness of the human relation component of the electronics curriculum.	The voc. ed. school guidance counselor and the shop coordinator will work together to develop such an attitude inventory.	Attitude inventory will be ready for use in twelve months.

Adapted from: Guide To Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools, State of Iowa, Department of Public Instruction, July, 1980.

Responsibilities of Instructors for Effective Vocational Education

1. Use simultaneously a variety of teaching techniques:
    a. Utilize group dynamics to better influence the learning process.
    b. Creatively utilize many types of audio-visual equipment.
    c. Individualized methods with self-contained units.
2. Develop the procedure for evaluating the total program to assess the student and adapt or modify methods to meet his needs (prescription instruction).
3. Orient methods toward preventive and/or remedial education.
4. Utilize available supportive services.
5. Identify various roles in a total training program.
6. Prescribe instructional plans consistent with each student's employability plan.
7. Demonstrate concern for program and student.
8. Demonstrate an awareness of the target population--their problems, their needs.
9. Job must be first working priority.
10. Demonstrate the ability to relate to people.
11. Demonstrate the ability to simplify instruction.
12. Demonstrate willingness to become involved with students
13. Demonstrate willingness to work with advisory (craft) committees.
14. Be willing to listen.
15. Demonstrate the ability to accept constructive criticism and desire to change.
16. Develop and know community and industry contacts.
17. Demonstrate management abilities.
18. Keep informed and upgrade self in occupational areas.
19. Demonstrate the ability to cope with crisis situations.

20. Teach students as well as subject matter.

21. Accept inservice training.

22. Take a positive approach to the student's learning process.

23. Develop and maintain inter-relationship with each role in an institutional program.

24. Accept responsibility for role and perceive how it fits and affects the total program.

25. Maintain relevancy of subject matter.

26. Anticipate and respond to the non-verbal communication process.

Responsibilities of Administrators for Effective Vocational Education

Establish and maintain public relations with Employment Service (state and local)

Coordinate continuously with Employment Service to obtain adequate information of the student for input toward an employability plan.

Establish a student support team which should include Employment Service personnel.

Establish and maintain linkages with other programs.

Provide implementation process for addition and deletion of programs as needed.

Provide means for development of curriculum.

Develop master proposal rather than subprojects.

Coordinate selection of general and advisory committees.

Coordinate selection of craft advisory committees.

Coordinate selection of a student advisory committee.

Provide adequate clerical services.

Provide program management and accountability.

Develop buy-in procedures

Maintain adequate records.

Staff:

1. Conduct pre-service and ongoing in-service staff development activities.
2. Maintain communications, rapport and trust within staff.
3. Provide in-service activities which should include supportive and community services.
4. Provide regular planning time for instructors.
5. Implement the team approach to leadership.
6. Provide at least one curriculum development specialist.
7. Conduct a staff orientation for new members.

Student:

1. Provide for assessment of the student's needs.
2. a. Provide activities for creative thinking.
    b. Design a student profile which will include methods of identifying when a student is job ready.
    c. Coordinate planning for job development and placement.
    d. Provide human awareness training for student.
    e. Maintain communications and rapport with students.

Program:

1. Clarify individualized instruction and programming.
    a. Identify the occupation to determine the exit (employability) levels:
        (1) Work with the coexisting agencies on deciding what skills will be taught.
        (2) Work with the advisory committee from industry.
        (3) Coordinate with organized labor.
        (4) Contact professional organizations.
        (5) Refer to publications.
    b. Conduct job analysis to determine course content.
    c. Conduct a task analysis in performance terms.
    d. Develop performance objectives.
    e. Develop a learning packet:
        (1) Utilize available resources.
        (2) Develop supportive materials (media, hand-outs, etc.)
    f. Provide assistance to the instructor in organizing his total program.
3. Design a follow-up plan for feedback which will improve the program.
4. Provide for continuous revision of the content and system through evaluation.

Implications for Students in Effective Vocational Education

THE STUDENT SHOULD

1. Assist the team in the prescription of a program to which s/he will be committed to reach his/her occupational goal.
2. Be able to enter a chosen occupation at a level commensurate with previous knowlege and experience.
3. Have the opportunity to bypass those instructional units in which s/he demonstrates an adequate level of knowledge and skill.
4. Advance by job levels (not time elements) with multiple entry and exit points.
5. Learn at a rate based on his/her own abilities by the use of individually prescribed instructional techniques.
6. Have flexibility in changing the occupational level of his/her own program.
7. Be placed in a success-oriented program.
8. Realize his/her ability and potential through demonstrated performance of learning experiences.
9. Become involved in his evaluation and program management.
10. Have the opportunity to participate in a program in which he/she, rather than the subject matter, is the primary focus of the instructional process.
11. Know the standards of performance and the nature of all evaluations.
12. Determine where to concentrate his/her efforts in remedial studies.
13. Demonstrate confidence in his/her decision-making ability by choosing from available courses of action, reasonable alternatives in job selection and by proceeding in accordance with his decision.

Characteristics of Instructors for Effective Vocational Education

1. Must like people
2. Must be self-accepting.
3. Must be aware of the target population--their problems, their needs.
4. Must be self-confident and concerned for program and student.
5. Must be able to relate to people.
6. Must be willing to become involved with students.
7. Must be willing to work with advisory (craft) committees.
8. Must have pride in his occupation.
9. Must be willing to listen.
10. Must be able to accept constructive criticism and desire to change.
11. Should be occupational generalist.
12. Must be willing to keep informed and upgrade self in occupational areas.
13. Must possess emotional stability.
14. Must be able to cope with crises situations.
15. Must be able to create climate or environment for learning.
16. Must be willing to accept in-service training.
17. Must accept importance of student's dignity.
18. Must be able to anticipate and respond to the non-verbal communication process.

Implications for Instructors for Effective Vocational Education

1. Must be able to manage a simultaneous use of a variety of teaching techniques:

   a. To utilize group dynamics to better influence the learning process.

   b. To creatively utilize many types of audio-visual equipment.

   c. To develop individualized methods with self-contained units.

2. To develop the procedure for evaluating the total program to assess the student and adapt or modify methods to meet his needs (prescription instruction).

3. To simplify instruction.

4. To teach students as well as subject matter.

5. To be responsible for his/her role and perceive how it fits into and affects the total program.

6. To maintain relevancy of subject matter.

SESSION I

SESSION I: INTERPERSONAL RELATIONSHIP: TEACHER/STUDENT

GOALS

- To identify growth promoting--not growth inhibiting relationships with students and teachers.
- Review characteristics vital to a helping relationshp.
- Discuss importance of student/teacher/staff relationship as an important variable in student learning/achievement.

OBJECTIVES

At the end of this session, participants will be able to:

- Analyze their relationship with other persons, especially priority students with whom they work.
- Classify their relationships with others using a prepared scale.

MATERIALS

- Flip charts
- Pens, paper
- Transparencies
- Handouts

QUALIFICATIONS

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
10 Minutes	ORIENTATION AND WELCOME
Name tags, pens	**Trainer Note:** The orientation and welcome is the first scheduled meeting of the whole group, the first occasion for all the people to meet each other. Some will be acquainted through past associations, but if everyone knew everyone else, it would be remarkable. The reverse is also true. People may be skeptical and anxious about being in a training session. It may be reminiscent of school to them and may carry unpleasant associations. Try to be warm and to allay as many fears as possible as quickly as possible. The best way is usually to get people involved with the training and talking with each other to share some of their expectations. It is a good idea to ask the superintendent or some designated person to formally welcome the participants to the training. This may seem like a formality, but it serves to demonstrate the State's interest in and commitment to the training of voc ed personnel. It will also help the trainees to see the importance of this training for themselves professionally as well as personally. Even though participants may already know each other, it is always helpful to structure an exercise designed to offer information about participants and, at the same time, become relaxed with others in the group. These exercises are called "ice-breakers." You may have some favorites of your own. Just in case you don't, here are two for you to consider.
20 Minutes	Ice Breaker Exercise: Option A 1. Ask each participant to choose a partner whom they do not already know. 2. Tell participants that they will be given 15 minutes together, and during that time they must find out enough information about the other person to properly introduce that person to the group. 3. Structure the interview by asking participants to tell each other specific facts, such as: • Name • Location of school • Professional experiences • Thoughts and feelings about attending training • Expectations about training

They can also find out more personal data such as hobbies, athletic interests and family ties.

Ice Breaker Exercise: Option B

This exercise combines the getting-acquainted aspects of Option A with a non threatening physical activity and also divides the large group into teams in a climate of humor and cohesiveness by using limericks.

The materials needed for this exercise are the Limerick Strips for each five participants. To make Limerick Strips: each five-line limerick (taken from the samples below) is typed triple-spaced on a 3" X 5" card. On the reverse side of the card, the group's task is typed as follows:

> You will be introducing each other to the group.
>
> Decide who will introduce whom. Each person must make one introduction.
>
> Spend the next 15-20 minutes interviewing each other.
>
> Be sure to cover the following information, but do not limit yourself to this.
>
> (a) Name, (b) Location of local school, (c) Number of years experience, (d) Professional background, (e) Expectations about this training, (f) other interests (hobbies, activities involved in, etc.)

Each card is then cut into five strips, one limerick line to each strip and one line of the team assignment on the back of each strip. Each strip should include the name of one of the team members so that when the strips are distributed, one completed limerick goes to each preselected team.

Sample Limericks:

He received from some thoughtful relations
A spittoon with superb decorations.
When asked was he pleased,
He grimaced and wheezed,
"It's beyond all my expectorations."

A certain young lady named Hannah
Was caught in a flood in Montannah.
As she floated away,
Her beau, so they say,
Accompanied her on the piannah.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

The limerick is furtive and mean;
You must keep it in close quarantine,
Or it sneaks to the slums
And promptly becomes
Disorderly, drunk, and obscene.

The limerick packs laughs anatomical
Into space that is quite economical.
But the good ones I've seen
So seldom are clean,
And the clean ones so seldom are comical!

There was a young lady named Bright
Whose speed was much faster than light.
She went out one day
In a relative way
And returned on the previous night.

A wonderful bird is the pelican.
His mouth can hold more than his belican.
He can take in his beak
Enough food for a week.
I'm darned if I know how the helican.

There was a young man from the city
Who met what he thought was a kitty.
He gave it a pat
And said, "Nice little cat."
They buried his clothes, out of pity.

God's plan made a hopeful beginning,
But man spoiled his chances by sinning.
We trust that the story
Will end in God's glory
But, at present, the other side's winning.

There was a young girl named Irene
Who was chosen as Stock Exchange Queen,
For when in the mood,
Was successfully wooed
By Merrill Lynch, Fenner, and Beane.

There was an old man from Nantucket
Who kept all his cash in a bucket.
His young daughter Nan
Ran off with a man
And as for the bucket, Nantucket.

A Tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor
"Is it harder to toot, or
To tutor two tooters to toot?"

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Instructions for Exercise:

1. The facilitator posts a demonstration limerick and informs the participants that each of them is to receive one line of the five-line limerick and that their task is to find the other four members of their limerick group.

2. Limerick Strips are distributed according to the name on the front of each strip and the search begins.

3. When all quintets have formed, the facilitator asks each team to sit together

4. Teams are then instructed to proceed with the task that is specified on the back of their set of Limerick Strips.

5. After fifteen minutes, the facilitator requests that people introduce each other and read the team limerick.

TIME, MEDIA, & MATERIALS

30 Minutes

Flip charts
Pens and paper
"Checklist for Improvement of Student Attitudes"

Transparencies #1 and 2

OUTLINE OF TRAINING ACTIVITIES

I. Interpersonal Relationship: Teacher/Student

Lecturette:

The student has his/her individual needs. Students vary in interest and motivation as well as in learning capabilities. Those who encounter difficulty in achieving learning success because of their social, cultural, linguistic, or economic background and students who are handicapped physically, mentally or emotionally need special help and understanding. teachers who can provide this help and understanding are the vital foundation of vocational education.

When we try to help others, we should express and feel empathy, not sympathy. When we feel empathy for another person, we are saying to that person, "I understand." In contrast, when we feel sympathy, we are saying, "I feel sorry for you." Feeling sorry implies that we feel superior or more fortunate in some way. The other person needs our understanding, our empathy. He doesn't need or want us to feel sorry for him.

So the relationship that we seek is one that has been described by Carl R. Rogers as "the helping relationship." Dr. Rogers describes the helping relationship as one in which at least one of the parties has the intent of promoting the growth, development, maturity, or improved coping with life of the other. In other words, the purpose of the helping relationship is to develop the latent inner resources of the individual.

Is this not what all of us who are engaged in human resources development are trying to do? In order to function effectively as a teacher, a counselor, a social worker, or an outreach worker, we need to establish growth-promoting, not growth-inhibiting relationships with our students, trainees or clients.

Trainer Note: These should be presented on previously prepared flip charts.

The helping relationship is based on three essentials:

1. An ability to understand the client's meanings and feelings
2. A sensitivity of the client's attitudes
3. A warm interest without emotional over-involvement

Establishing a relationship based on these three essentials is not easy. We can't do it by following some set procedure. In fact, Dr. Rogers stresses that the attitudes and feelings of the one who establishes the relationship are much more important than the procedures and techniques employed.

We can identify, however, some of the characteristics that are vital to a helping relationship, and then strive to create these characteristics.

(Note: to differentiate between the two persons involved in the relationship, reference to "the person" is meant to be the initiator or facilitator of the relationship. The person who is the object of the relationship--the person needing help--will be referred to as "the other person.")

Trainer Note: The following six characteristics should already be on prepared flip charts.

The person must be perceived by the other person as trustworthy, dependable and consistent.

This means not just mechanically consistent and dependable. It is more than the traditional traits of trustworthiness such as always keeping appointments on time, taking any action promised and respecting confidential information. These actions are a natural part of the relationship. However, the helping relationship goes beyond this. The person must be consistently and dependably real, accepting and aware.

The person must be able to communicate unambiguously.

He must not let feelings of annoyance, dislike or impatience transmit messages that contradict his words. Non-verbal communication is often revealing. It reveals emotions, and therefore has great impact on the receiver, especially when the message is negative in nature.

Trainer Note: Show Transparencies #1 and 2 here

The Person must be able to experience positive attitudes towards the other person.

This means developing attitudes of warmth, caring, liking, interest, and respect. It also means that aloofness and a distant manner are out of place in the helping relationship. The helping relationship is not an impersonal one.

The person must be able to permit the other person to BE WHAT HE IS.

Our tendency too often is to try to get the other person to follow our advice and to mold himself to the image of what we believe he should be. We unconsciously attempt to make him dependent upon us and our judgement. The helping relationship helps the other person to develop his own personality, his own set of values and to make his own decisions.

The person must be able to enter fully into the world of the other person's feelings and personal meanings.

Stepping into the other person's world must be done with sensitivity. When we step in, we should leave our evaluations and pre-determined judgements behind us. We must try not only to understand his feelings, but also the reason he feels as he does.

The person must be able to accept each facet of the other person and to see him as a person who is in the process of becoming.

This acceptance must be without reservation. If we accept the other person conditionally, we cannot avoid communicating, silently or openly, some of our disapproval. If we think of the other person as something fixed by his past and limited in potential, we do him great harm. We limit his growth and cheat him of his future by tying him to his past.

How can we tell whether or not we are establishing helping relationships? The only way to answer this question is for each of us to examine the dynamics of our relationships with other persons. If we can honestly observe and appraise what is happening between us, we can then determine whether the relationship is a helping or harmful one.

To help you analyze your relationships with other persons, a scale for measuring relationships has been printed on flip charts. Read the description under each level carefully. Then look carefully at the relationships you have established with your students and fellow workers. If you find that you are consistently functioning at a level below Level Four or Level Five, you need to examine very closely your own attitude towards your job and towards "other persons."

Trainer Note: These should be listed on previously prepared flip charts.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

LEVELS OF EMPATHY

Level One: Does everything but listen, understand or be sensitive to even the surface feelings of the other person. Words indicate disinterest or hostility and have a destructive effect. Indicates disapproval of other person by offering unsolicited advice and telling him what would be "best" for him. Does not give the other person a chance to discuss personally relevant material.

Level Two: Responds to surface feelings of the other person but ignores deeper feelings. Frequently misinterprets feelings of other person. Responds in a "purely Professional manner." Responses have a rehearsed, false quality. Displays a lack of concern or interest in many ways. Responds mechanically and remotely to personally relevant material introduced by the other person.

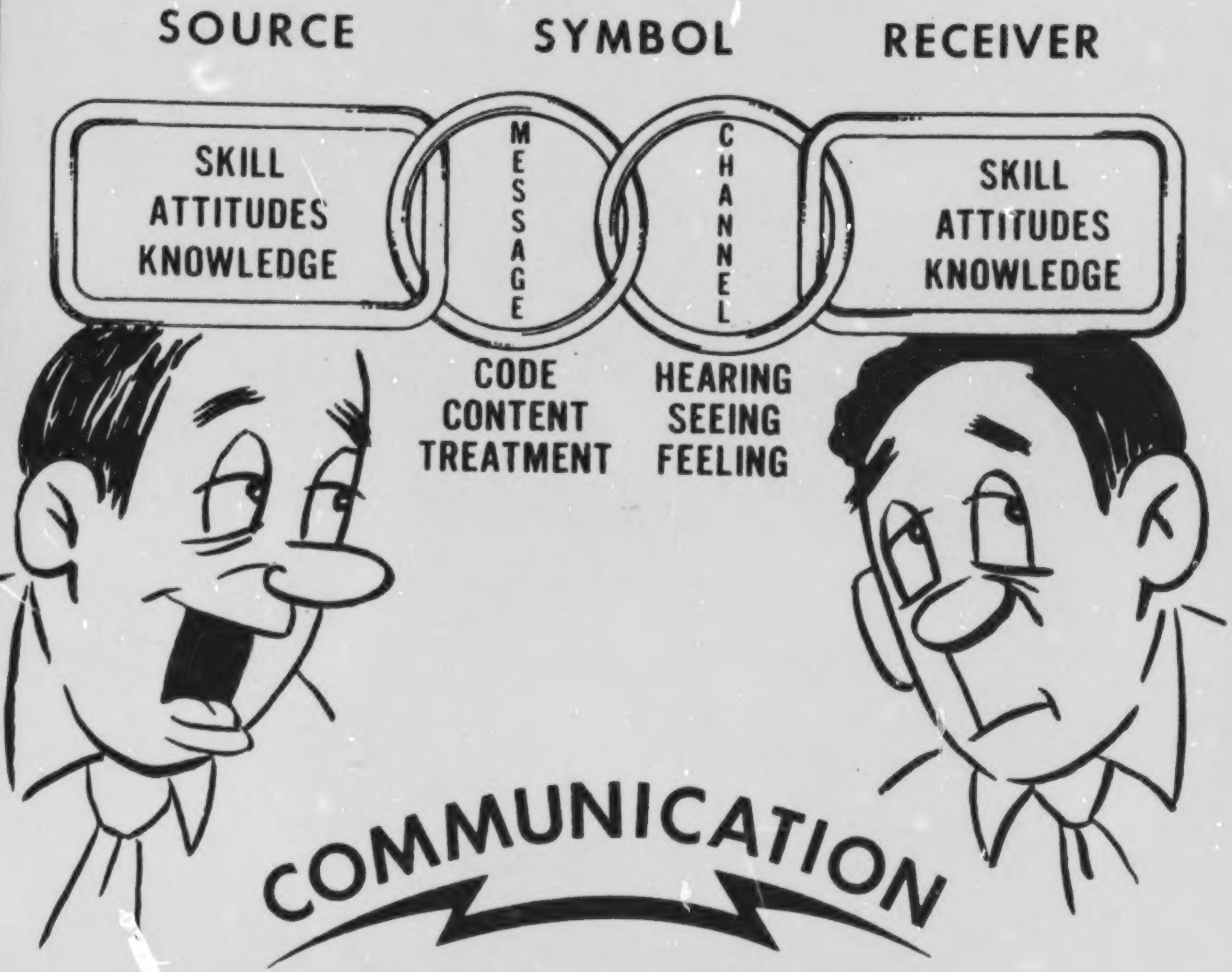
Level Three: Almost always responds to surface feelings of other person. Not really aware of who that other person really is like underneath. Appears to make appropriate responses which are sincere but which do not reflect any real involvement. Commits little of self. Communicates a positive caring, but with reservations and conditions. Responses by other person are cautious and without any deep revelation of inner feelings or personal experiences.

Level Four: Almost always responds with understanding to the surface feelings of the other person. Sometimes, but not always, responds with empathy to the deeper feelings. Responds with many of his own feelings and means what he says. Responses indicate a genuineness of feeling. Can express even negative reactions in a non-threatening manner to the other person. Clearly communicates a very deep interest and concern. Sees himself as responsible to, not for, the other person. Enables the other person to express personal feelings freely and spontaneously.

Level Five: Responds with full awareness of the other person. Displays accurate and comprehensive understanding of the other person's deepest feelings. Open to experience of all types, both pleasant and hurtful. Comments are always constructive. Enables other person to engage in inward probing of newly discovered feelings about himself and his world. Communicates a very deep respect for the other person's worth and his rights as a free individual. Committed to the value of the other person as a human being.

THE COMMUNICATION PROBLEM

I know you believe you understand
what you think I said,
but I am not sure you realize
that what you heard is not what I meant.


SOURCE
SYMBOL
RECEIVER
SKILL
ATTITUDES
KNOWLEDGE
MESSAGE
CHANNEL
SKILL
ATTITUDES
KNOWLEDGE
CODE
CONTENT
TREATMENT
HEARING
SEEING
FEELING
COMMUNICATION

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
20 Minutes	Small Group Activity Divide large group into small groups of not more than six persons. Have them select a recorder to keep notes and report out on results of the activity. Ask groups to list at least three problems they have (or may encounter in relating to each student; specifically ask them to think about this in relation to the priority groups) Blacks Limited English Proficient Hispanics Women/men in nontraditional shops Handicapped and generate ways to resolve these problems.
20 Minutes	Large Group Discussion Have groups report out by writing their results on flip charts--one for problems and one for solutions. Some questions to consider in the processing activity: a. Do these problems occur frequently in voc ed settings? b. Are suggestions for solutions realistic to your educational environment? c. Which ones can you use in your voc ed setting?
10 Minutes	Exercise: Handout "Checklist for Improvement of Student Attitudes." Have trainees assess themselves and their learning environment.
15 Minutes	**Trainer Note:** Introduce the issue of "teacher expectations" as an improtant part of the relationship and of achievement by any student and especially the priority students in question. Continue lecturette around teacher expectations.

A CHECKLIST APPROACH
TO IMPROVEMENT OF STUDENT ATTITUDES

Instructions: Mark your answers (YES, NO, or NOT SURE). Then, take a close look at the items you checked "NO" or "NOT SURE." These could give you a clue to things that might cause your students to form negative attitudes and to make avoidance responses to you, to your ideas, or to the subject you teach.

. . . . . questions about YOU

	YES	NO	NOT SURE
1. Do you try to make it easy for your students to learn?			
2. Do you speak clearly and use words the student understands?			
3. Do your students understand the objectives of your instruction?			
4. Do you allow and encourage questions?			
5. Do you allow and encourage discussion and free expression of ideas and attitudes?			
6. Do you allow and encourage students to pursue their special interests in your course?			
7. Are you interested in, and enthusiastic about, what you are teaching?			
8. Are your students actively involved in learning activities most of the time?			
9. Are your students relaxed and comfortable in your class?			
10. Are students given early and frequent opportunities to succeed?			
11. Do students feel that the things they are required to do are important and worth doing well?			
12. Are student's efforts and successes, no matter how small, given recognition?			

. . . . . questions about your instructional materials and equipment

	YES	NO	NOT SURE
1. Do you have a sufficient variety of materials available to give the student a choice?	___	___	___
2. Do the learning materials provide the student with a chance to learn at his own rate?	___	___	___
3. Do the learning materials provide the student with an opportunity for self-appraisal?	___	___	___
4. Is the printed material written at the reading level of the student?	___	___	___
5. Are the learning materials relevant to the objectives of the course?	___	___	___
6. Are the materials appealing and interesting to the student?	___	___	___
7. Are the materials current and up-to-date?	___	___	___
8. Is there an adequate supply of materials?	___	___	___
9. Are the learning materials well-organized, easily located, and readily accessible?	___	___	___
10. Are the audio-visual materials appropriate to the subject and designed for your students?	___	___	___
11. Is the audio-visual equipment in good condition, easy to operate, and readily accessible.	___	___	___
12. Do you involve your students in the selection and preparation of the learning materials?	___	___	___

. . . . . questions about your learning environment

1. Is your classroom or shop adequate in size?	___	___	___
2. Do students have adequate work space?	___	___	___
3. Is the lighting adequate?	___	___	___
4. Are the acoustics adequate?	___	___	___

	YES	NO	NOT SURE
5. Does the seating arrangement encourage your students to contribute and interact?	___	___	___
6. Is the noise level reasonable?	___	___	___
7. Do you have convenient facilities for the use of audio-visual equipment and materials?	___	___	___
8. Is the temperature generally comfortable?	___	___	___
9. Is the classroom or shop decorated in attractive, eye-appealing colors?	___	___	___
10. Is there space for posters and displays?	___	___	___
11. Do your students take a personal interest in the appearance of your classroom or shop?	___	___	___
12. Do you encourage your students to make suggestions to improve your learning environment?	___	___	___

..... questions about your administrative rules or policies

1. Do students participate in making rules and policies?	___	___	___
2. Are the rules and policies based on reason, not administrative convenience or tradition?	___	___	___
3. Are new students made fully aware of the rules and policies?	___	___	___
4. Are grades related to individual achievement of learning objectives?	___	___	___
5. Are the achievements of students recognized by the administration?	___	___	___
6. Are the achievements of teachers recognized by the administration?	___	___	___
7. Does the administration encourage teachers to try new methods, to be creative?	___	___	___
8. Are administrative procedures streamlined and paperwork kept to minimum essentials?	___	___	___
9. Are teachers provided time to plan and to improve instruction?	___	___	___
10. Do administrators reward more than punish?	___	___	___
11. Are the administrators easily accessible to students and teachers?	___	___	___
12. Does your administration facilitate or hinder learning ?	___	___	___

TIME; MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

Research tells us that teachers tend to form expectations about what students can achieve and how they will behave. These expectations can become self-fulfilling prophecies. Positive teacher expectations improve behavior and increase achievement. When teachers are told that randomly selected students are high achievers, or that these students have been identified as "intellectual bloomers" who are expected to make high academic grades, teacher behavior varies enough to have significantly positive effects on student performance, both in the classroom and on I.Q. tests (Rosenthal and Jacobson, 1968; Good and Brophy, 1971; Bloom, 1981; Good, 1981).

Research findings clearly demonstrate that teachers have greater expectations for, pay more attention to and give higher grades to students who have been labeled high achievers, students who come from higher socioeconomic classes, and students who are white. For example:

- Woodworth and Salzer (1971) asked 119 elementary teachers in graduate education classes to evaluate identical reports read three weeks apart by a Black and a white sixth-grade male student. The white student received significantly higher ratings on seven of the ten evaluations: introduction, variety, unity, transition, clarity, significance, and overall grade. The bias was present in teachers who were employed in both urban and suburban school districts.

- Antonopolis (1972) found that very few studies have examined teacher judgments of Black and white students in natural settings. One study identified by Antonopolis found clear differences in both teacher expectations and behavior ratings toward white, Black and Spanish-surnamed students. Teachers had higher expectations for white students and their behavior was also evaluated more positively than either Black or Spanish-surnamed students. These differences held for both boys and girls.

- In a study of student teacher interaction with a sample of 264 Black and white seventh and eighth graders, it was found that Black students were given less attention, ignored more, praised less, and criticized more than their white counterparts. Black students labeled as "gifted" were the most criticized, least praised and given the least attention. Furthermore, this study found that student teachers higher in dogmatism differentiated more in their treatment of Blacks and whites. (Rubovitz and Maehr, 1973)

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

- Sixty-two white teachers were asked to evaluate taped oral responses containing identically worded answers spoken by white and Black ninth grade boys. Teachers assigned significantly higher evaluations to recorded answers by white than by Black males and when Black males give objectively superior answers, their responses were not given higher evaluations than the poorer answers by white boys (Crowl, 1971).

- Good and Brophy (1971) examined teacher interaction with children perceived as high and low achievers in four first-grade classrooms. Children perceived as low achievers received fewer reading turns in reading groups, fewer opportunities to answer open or direct questions, fewer opportunities to make recitations, and were less apt to call out answers. Children perceived by the teacher as high achievers received more praise and less criticism than children perceived as low achievers. Even when children perceived as low achievers gave the right answer, they were less likely to be praised than children perceived as high achievers who had answered correctly. When children perceived as high achievers experienced difficulty, the teacher repeated or rephrased the question or gave a clue 67% of the time. They gave the answer or allowed another child to answer 33% of the time. For the children perceived as low achievers, the teacher provided help only 38% of the time and terminated the response opportunity 62% of the time.

- Studies by Forehand, Ragosta and Rock (1976) and by the System Development Corporation (1979) suggest that positive teacher racial attitudes are associated with enhanced minority achievement. This research is consistent with the "Pygmalion Effect" identified by Rosenthal and Jacobson (1968) and replicated in a large number of studies. Results indicate that higher teacher expectations result in better student performance.

Thus, we can see that it is not uncommon for students to adjust their behavior to teacher expectations. Teachers are more likely to perceive minority students and students from lower socioeconomic classes as low achievers. They tend to behave differently toward children who have been labeled low achievers. These students are not provided with equal opportunities to participate in classroom instruction.

Summaries of the research (Good, 1981 and Moran, 1981) indicate that teachers are likely to:

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	• Interact more with high achievers and ignore and interrupt low achievers more frequently. • Ask more and higher level questions of high achievers and provide low achievers with questions that require simple recall. • Follow up with probing questions for high achievers and call on someone else if a low achiever is unable to provide a prompt, accurate response. • Provide a longer [illegible] time for high achievers to respond to a ques[illegible] cut off response time for low achievers who hesi[illegible] • Seat high achievers closer to the teacher's usual position and cluster low achievers further away. • Praise high achievers more often and criticize low achievers more frequently. • Provide supportive communications for high achievers and engage in dominating behaviors with low achievers. • Provide high achievers with detailed feedback and give less frequent, less accurate and less precise feedback to low achievers. • Demand more work and effort from high achievers and accept less from low achievers.
Transparency #3	**Trainer Note:** Show Transparency #3 on Strategies: Equity in the Classroom.

TRANSPARENCIES

STRATEGIES: EQUITY IN THE CLASSROOM*

THE LIST THAT FOLLOWS CAN BE USED BY TEACHERS AS A SELF-EVALUATION TOOL TO REVIEW THEIR OWN CLASSROOM BEHAVIORS IN LIGHT OF THE EXPECTATIONS THEY ARE COMMUNICATING TO STUDENTS. IT CAN ALSO BE USED BY SUPERVISORS TO ASSESS TEACHER PERFORMANCE IN THE CLASSROOM.

- ALL STUDENTS (MINORITY AND MAJORITY, HIGH ACHIEVING AND LOW ACHIEVING) ARE HELD ACCOUNTABLE TO THE SAME STANDARDS FOR PARTICIPATION IN CLASSROOM DISCUSSIONS.
- ALL STUDENTS ARE GIVEN PROPORTIONATELY EQUAL TIME TO PARTICIPATE IN CLASSROOM INTERACTIONS.
- ALL WRITTEN & VERBAL EVALUATIONS ARE RELATED TO ACADEMIC SKILLS AND THE PARTICULAR ABILITIES BEING ASSESSED.
- TEACHERS MAKE A SPECIAL EFFORT TO AVOID THE USE OF STEREOTYPES IN ASSESSMENT OF AND REACTION TO PUPIL BEHAVIOR AND ACHIEVEMENT.
- TEACHERS' INSTRUCTIONAL STRATEGIES RELATE TO THE INDIVIDUAL LEARNING STYLES OF BOTH MAJORITY AND MINORITY STUDENTS.
- TEACHERS GROUP STUDENTS IN A MANNER THAT AVOIDS SEGREGATED INSTRUCTIONAL OR CLASSROOM ACTIVITIES.
- TEACHERS ENSURE THAT PARENTS/GUARDIANS OF MAJORITY AND MINORITY STUDENTS ARE INFORMED ABOUT STUDENT PROGRESS AND CLASSROOM AND SCHOOL GOALS.
- TEACHERS MAINTAIN A UNIFORM STANDARD OF BEHAVIOR FOR BOTH MAJORITY AND MINORITY STUDENTS.
- IF MINORITY OR LOW-ACHIEVING STUDENTS ARE LESS ACTIVE IN CLASSROOM DISCUSSIONS, SPECIAL EFFORTS ARE MADE TO INCLUDE THOSE STUDENTS.

- ALL REPRIMANDS RELATE TO THE MISBEHAVIOR AND ARE NOT APPLIED DIFFERENTLY ON THE BASIS OF RACE, NATIONAL ORIGIN, SEX OR ACHIEVEMENT LEVEL.
- TEACHERS PROVIDE CLEAR AND SPECIFIC INFORMATION ABOUT STUDENT WORK INDICATING WHAT IS RIGHT AND WHAT IS WRONG, SUGGESTING THAT STUDENTS CAN IMPROVE.
- WHEN PROVIDING NEGATIVE FEEDBACK, TEACHERS ENCOURAGE BOTH MINORITY AND MAJORITY STUDENTS, HIGH ACHIEVERS AND LOW ACHIEVERS TO TRY HARDER.
- STUDENTS ARE NOT ASSIGNED TO SEATING, LINES, TEAMS FOR CONTESTS OR GROUPS FOR INSTRUCTION ON THE BASIS OF RACE OR ACHIEVEMENT LEVELS.
- SPECIAL EFFORTS ARE MADE TO AVOID RACE, ETHNIC AND SEX STEREOTYPES IN ASSIGNING CLASSROOM HELPING TASKS, ROLES AND RESPONSIBILITIES.
- SPECIAL EFFORTS ARE MADE TO ACHIEVE CLASSROOM INTEGRATION WHEN STUDENTS SELF-SEGREGATE IN SEATING ARRANGEMENTS OR OTHER FORMS OF CLASSROOM ORGANIZATION.

**Adapted from MICROTEACHING SKILLS FOR INTERSECT by Myra and David Sadker. For further information, contact Drs. Myra and David Sadker, School of Education, The American University, Washington, D.C. 20016.*

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Trainer Note: Continue lecturette highlighting the ever-present problem of discipline in the classroom and its effect on the student/teacher relationship.

Positive and negative teacher attitudes significantly affect student behavior. Negative teacher attitudes tend to foster negative, rebellious behavior among the students. Positive teacher attitudes contribute to positive student self-concepts, respect for self and property and a decrease in disciplinary problems. Research studies disclose that:

- If teachers develop favorable concepts of students and communicate those concepts through student-teacher interaction, student self-concepts will improve and discipline problems will decrease (Brown, MacDougall and Jenkins, 1972).
- Teacher training in discipline techniques and interpersonal relations positively affects teachers' attitudes towards students. These more positive attitudes are helpful in improving student self-images, reducing punative teacher behavior, and decreasing incidences of disruptive student behavior (Hyman, 1979).
- In many schools only four or five teachers make approximately 80 percent of the referrals for suspension. This suggests that the problem may be with negative teacher attitudes rather than with student performance (Rollin, 1978).
- There is a link between the lack of minority teachers and principals and a disproportionate number of suspensions of minority students. This study concludes that minority teachers and counselors tend to have the most positive attitudes toward minority students (Arnez, 1978).

Minority students are disciplined and suspended more often than white students. Several reports document that a disproportionate number of Blacks are being suspended or excluded from schools for less serious offenses than their white peers. There is evidence that school rules are differentially enforced by race. This is particularly significant because schools with high suspension rates for minority students have a disproportionate number of those students dropping out of school.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

- A highly disproportionate number of Black students are suspended. While Black students comprised only 16% of students enrolled in the nation's schools in the fall of 1978, they were 29% of all the students suspended, 27% of the expulsions and 29% of all corporal punishment cases (Dearman and Plisko, 1981; Arnez, 1976; Kaeser, 1979).

- In a study of the 21 largest school districts, one researcher found that 72% of all students suspended were Black (Arnez, 1978).

- In court testimony, Kester indicated that Black students attending predominantly white Dallas, Texas schools were suspended at a rate 600% higher than Black students attending predominantly Black Dallas schools (Hall, 1978).

- Black students are not only suspended more frequently, but their suspensions are also for longer periods of time. Thus, these students lose time in school, drop out of school or fail to meet graduation requirements; they enter the job market with fewer work skills (Hall, 1978).

- A study by the Children's Defense Fund showed that 27% of the suspended Black students were suspended at least three times in a school year, while this was true for only 11% of white students (1974).

- Minority students were suspended more often for "subjective" offenses and for less serious offenses than their white peers (Foster, 1977).

- Schools that had a disproportionate number of Blacks suspended also had a disproportionate number of Blacks drop out (Bennet and Harris, 1981; Grantham, 1981).

In sum, research has substantiated the fact that minority students receive a disproportionate share of the most severe disciplinary measure--suspension. Teacher attitudes have been shown to have an impact on the nature of discipline problems in the school. Positive teacher attitudes contribute to a decrease in discipline problems; negative teacher attitudes and limited expectations can play an important role in the disproportionate number of discipline problems among minority students.

Trainer Note: Show Transparency #4 and discuss it. At end of lecture, pass out Handout #1 and invite group to take a brief coffee break.

10 Minutes

-Break-

STRATEGIES: DISCIPLINE

THE FOLLOWING LIST CAN BE USED BY ADMINISTRATORS AND TEACHERS TO IDENTIFY SCHOOL AND CLASSROOM STRATEGIES THAT CAN DECREASE MINORITY AND OTHER PRIORITY STUDENT DISCIPLINE PROBLEMS.

- TEACHERS DEMONSTRATE POSITIVE EXPECTATIONS FOR APPROPRIATE CLASSROOM BEHAVIOR TO BOTH MAJORITY AND MINORITY STUDENTS.
- APPROPRIATE CLASSROOM BEHAVIOR IS POSITIVELY REINFORCED.
- TEACHERS COMMUNICATE THEIR EXPECTATIONS FOR CLASSROOM BEHAVIOR EARLY IN THE SCHOOL YEAR.
- SUSPENSION IS CONSIDERED A MEASURE OF LAST RESORT.
- STAFF DEVELOPMENT PROGRAMS PROVIDE TRAINING IN INTERPERSONAL RELATIONS AND DISCIPLINARY TECHNIQUES EXPLORING ALTERNATIVES OTHER THAN SUSPENSION OR EXPULSION.
- SCHOOL ADMINISTRATORS, PROFESSIONAL STAFF, SUPPORT STAFF, STUDENTS AND PARENTS HAVE CO-OPERATIVELY DEVELOPED A DISCIPLINARY CODE.
- THE DISCIPLINARY CODE CLEARLY DELINEATES APPROPRIATE AND INAPPROPRIATE SCHOOL BEHAVIOR AND THE CONSEQUENCES OF THE LATTER.
- THE DISCIPLINARY CODE IS WIDELY PUBLICIZED AND DISTRIBUTED TO ALL STAFF, STUDENTS AND PARENTS.
- THERE IS ADMINISTRATIVE COMMITMENT TO THE NON-DISCRIMINATORY ENFORCEMENT OF THE DISCIPLINARY CODE.
- DISCIPLINARY PROCEDURES ARE MONITORED TO ENSURE EQUITABLE, NONDISCRIMINATORY APPLICATION.
- ACCURATE RECORDS OF DISCIPLINARY ACTIONS ARE MAINTAINED RECORDING THE OFFENSE, THE REFERRAL SOURCE, THE RACE, SEX AND ETHNIC BACKGROUND OF THE STUDENT, CONTACT MADE WITH THE PARENT/GUARDIAN, ACTION AND THE FOLLOW-UP STEPS.
- DATA ARE PERIODICALLY REVIEWED FOR PATTERNS INDICATING DISPROPORTIONATE DISCIPLINARY ACTIONS AGAINST ANY PARTICULAR GROUP OF STUDENTS OR BY ANY PARTICULAR SEGMENT OF THE STAFF.

Can You Criticize Without Making Enemies?

As a teacher, it will sometimes be necessary to inform your students that they are in error and need to be corrected. While it is always difficult to do this, you need not lose their respect and goodwill if you follow some good rules for helping them.

Do you remember how Will Rogers used to take the hide right off people and make them like it? How did he get away with it? His technique was simple. He always criticized in friendly good humor and with a smile.

Here are some tested approaches that will help you when you must criticize:

1. Never criticize in the presence of others. Make it a private affair.
2. Remember—do it with a smile. This keeps anger out of the picture.
3. Before you criticize find something to praise. This takes the "edge" off your criticism.
4. Appeal to the person's self-interest. This places proper value on why the correction is being made.
5. Make inquiry for reasons why the person made the mistake you wish to correct. This will help you discover his viewpoint.
6. Make criticism constructive.
7. Be moderate in your criticism and wind up with a pat on the back. This will pave the way for a desire to improve.

Ways to Lose Students

With tongue in cheek, and knowing full well that it could never, never apply to your school, we submit herewith 23 tried and tested ways to lose students.

1. Play hard-to-get when students try to find you. This makes them think you're important.
2. Act bored — it looks dignified and professional.
3. If that reference material that they want isn't handy, just tell them that it's loaned out.
4. Don't suggest — tell them. Let them take it or leave it.
5. If they don't learn — freeze 'em. They're so dumb, they'll probably never come back anyway.
6. Tell your students your personal problems. They'll eat this up.
7. Don't worry about your appearance. You weren't hired as a model, anyway.
8. Tell 'em to learn it because "it's good for you" or "you might need it someday."
9. Don't bother to learn the practical application of what you're teaching. What are you — a common laborer?
10. Knock the school board that employs you. They're only capitalists after all.
11. If the student is: (1) thin, (2) fat, (3) very tall, (4) short — don't fail to mention it.
12. Take nothing from anybody. This is a free country, isn't it?
13. Don't ever smile. What's there to smile about — you with your aching corns and headache; besides, you're underpaid.
14. If they don't look rich, patronize them. They'll respect you for it.
15. If they do look rich — give 'em the British accent. That gets 'em every time.
16. Don't read the school's promotional advertisements or bulletins. It's only for the yokels.
17. Never clean up the material on your desk — the mess makes the place look busy.
18. Spell his name wrong. Everyone probably does.
19. Never bother to learn his or her name. Refer to him or her as "you, there." This keeps him in his place.
20. If the student happens to have a complaint, tell him or her you only teach here, you don't make the rules.
21. Never mix with your students. They may have some problems that you can't handle. Avoid finding this out.
22. When talking with members of the community, run down the other instructors. This makes you appear terrific.
23. If your ideas are not readily accepted, argue. This adds spice to the class.

Mind Your Manners

Have you recently listened to a speaker, a teacher or a preacher who, because of his or her personal mannerisms, such as toying with his or her tie, fiddling with a key chain or twirling his or her watch, annoyed and distracted you from what he or was saying?

You see, such mannerisms are personality handicaps. Personality handicaps are also success handicaps. In the final analysis, success depends upon impressing others. Peculiar mannerisms are too costly for any teacher to afford.

Here are just a few of the more common mannerisms against which you will have to guard:

- **Gestures** — There are people who would be tongue-tied if they didn't use their hands when they talk. Often their hand waving is distracting attention from what they are saying. Then, you've met the person who always puts his or her hands on your forearm when he or she talks. Remember, it is not body contact that puts across your message. Such gestures are always bad. Speech authorities are agreed that there is no set of rules on gesturing. They suggest, however, that any movement that does not add emphasis or descriptiveness to what you're saying is a bad gesture for it distracts audience attention.
- **Fiddling with things** — Twirling your watch, tossing up the chalk, scratching your ear, picking your nose, fumbling with your coat buttons all are symptoms of "fidgetitis," a fatal disease for any person who has to talk before people. If you are a "fiddler of things," you can be sure you are detracting from what you are saying.
- **Posture** — Certainly, classroom poise does not demand your being like a cigar store wooden Indian. Nor is it advisable to appear like a double-jointed peanut. Don't try to assume an artificial platform pose. You'll make a favorable impression if you will just be yourself.
- **Word mannerisms** — Some people continuously use pet words and phrases which are often quite meaningless. They repeat such things as: "Yep," "Bless your heart," "Well, well, well," "Oh, yeah," "That's super," "OK," "Right," and many others. Don't let such word mannerisms give you the appearance of a sluggish thinker. Words are tools of communication; use them wisely and accurately.

There are many more irritating mannerisms than these listed here, but they will serve as examples of what to guard against. Try to avoid acquiring mannerisms that lessen the effectiveness of your teaching and personality.

Hints for Teachers

The learner must be encouraged to:

1. Want to learn
2. Apply himself or herself diligently
3. Display interest
4. Have aims and ambitions
5. Cooperate with the teacher
6. Think for himself or herself
7. Be enthusiastic
8. Follow instructions
9. Discover own weakness
10. Be patient
11. Exercise perseverance
12. Respect authority
13. Be cheerful
14. Develop a sense of humor
15. Become a leader

The teacher must:

1. Know his subject
2. Prepare lesson plans
3. Select necessary equipment
4. Utilize suitable materials
5. Wear clothes suited to job
6. Be neat in appearance
7. Be enthusiastic about work
8. "Catch" learner's viewpoint
9. Use good English
10. Be specific
11. Use direct, simple speech
12. Know learner limitations
13. Use correct terminology
14. Be tactful and diplomatic
15. Be firm yet fair
16. Praise individual effort
17. Be self-critical
18. Avoid talking too much
19. Avoid distracting gestures
20. Avoid reading to class
21. Alleviate student fatigue
22. Develop a sense of humor
23. Control learner behavior
24. Encourage questions
25. Develop the art of questioning
26. Be loyal to the "boss"
27. Cooperate with fellow teachers
28. Test and rate learner's progress

The instruction method should:

1. Appeal to maximum number of senses
2. Arouse learner's curiosity
3. Appeal to learner's interest
4. Be suited to learner's background.

5. Stimulate desired thinking
6. Produce desired response
7. Provide for individual differences
8. Permit "doing" opportunities
9. Induce group participation
10. Involve use of blackboard and other visual aids
11. Alternate telling with showing
12. Alternate showing, telling with doing
13. Include demonstrations when possible

You Are a Model Every Minute of Every Day

You may know the poem — *Children Learn What They Live*. For our inservice classes with teachers, we've written a spin-off to remind you just how much your behavior influences the students you teach.

> If the teacher demonstrates enthusiasm, the student will learn the joy of working at a daily task.
>
> If the teacher demonstrates a sense of humor, the student will learn to laugh while he works and plays.
>
> If the teacher demonstrates creativity, the student will learn to inquire.
>
> If the teacher demonstrates flexibility, the student will learn to adapt to change.
>
> If the teacher demonstrates compassion, the student will learn to care.
>
> If the teacher demonstrates a sense of security, the student will learn to trust.
>
> If the teacher demonstrates sincerity, the student will learn to be honest and sincere.
>
> If the teacher demonstrates total commitment to his chosen vocation, the student will learn responsibility and self-discipline.
>
> If the teacher demonstrates tolerance and understanding, the student will learn to be patient.
>
> If the teacher demonstrates perception of self and others, the student will learn an awareness of himself, his peers and others.
>
> If the teacher demonstrates love for people and life, the student will reflect this love in his daily encounters. Love is reflected in love.

Self-Evaluation Check List For Teachers

1. Do I make both long-range and unit plans in such detail that a substitute would be guided by these plans?
2. Is my room attractive and representative of the subject being taught?
3. Does the atmosphere in my classroom reveal a pupil-teacher relationship of friendliness and mutual respect?
4. Do I handle details of classroom routine efficiently and without confusion?
5. Do I make assignments so clearly and effectively that my pupils understand exactly what to do and are motivated to accomplish it?
6. Do I help my pupils to be aware of the purpose of each assignment and classroom activity?
7. Do I relate each classroom activity to the students' experiences and interests?
8. Do I find ways of involving pupils in the planning and carrying out of classroom activities?
9. Do my pupils do most of the talking in my class?
10. Do my pupils have opportunities for varied speaking experiences in my class, such as oral reports, drama and roleplaying, symposium, open forum, debates, panel discussion, etc. ?
11. Do I plan frequent, brief writing activities?
12. Do I require papers to be written legibly and neatly?
13. Am I developing in pupils a sense of responsibility for spelling words correctly?
14. Am I encouraging my pupils to make effective use of the Learning Resource Center?
15. Am I giving my classes specific training in using the dictionary?
16. Are my pupils adding a significant number of new words to their vocabulary?
17. Am I serving as a facilitator for learning for my pupils and refraining from doing all of the acting myself?
18. Am I using means to develop in my pupils improvement in reading as well as an avid interest in reading?
19. Am I helping my students to make wise, discretionary use of television programs and movies? Am I relating these to the classroom learning?
20. Do I utilize current happenings in planning classroom activities?
21. Do I utilize sufficient variety of learning activities to challenge the interest and ability of pupils in my classes?
22. Do I give individual and group help to the slow learners in my classes?

23. Am I using audiovisual education resource films, filmstrips, records, transparencies and tapes to good advantage for my classes?
24. Have I learned as much as I can about the individual pupils I teach — their interests, talents, health, home background, ability, goals, etc. ?
25. Am I using community resources as effectively as I can in order to make my instruction meaningful and relevant?
26. Do I like the pupils I teach?
27. Do I like the teaching I am doing?
28. Have I talked to the parents of my pupils?
29. Do I work cooperatively with my professional peers and seek to learn from them and to help them also?
30. Am I participating actively in the general responsibilities of my school?
31. Am I willing to give time to a committee designed to improve a course of study or choose a textbook?
32. Does my life reflect an attitude toward learning which might be emulated by my students?

The Teacher Who Helped Me Most

1. Cooperative, democratic attitude
2. Kindliness and consideration for others
3. Patience
4. Wide variety of interests
5. General appearance and pleasing manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject

Witty developed this list on the basis of thousands of responses by children in grades 2 through 12 from all over the nation.

Student Opinionnaire on Teachers

The following student "opinionnaire" was administered in the twelve junior high schools of the Chattanooga system to all teachers and librarians with the exception of full-time guidance teachers and special education teachers with each of the 252 faculty members rated by two different classes. The ten characteristics included in the questionnaire are listed below.

What Is Your Opinion Concerning:

1. Knowledge of teacher in the subject taught? (Has thorough knowledge and understanding of his teaching field?)
2. Ability of teacher to explain clearly? (Are assignments and explanations clear and definite?)
3. Teacher's fairness in dealing with students? (Is fair and impartial in treatment of students?)
4. Ability of teacher to maintain good discipline? (Keeps good control of the class without being harsh? Is firm but fair?)
5. Sympathetic understanding shown by teacher? (Is he patient, friendly and considerate?)
6. Amount you are learning in this class? (Are you encouraged to do your best? Are you learning much?)
7. Ability teacher has to make classes lively and interesting? (Shows enthusiasm and a sense of humor?)
8. Ability of teacher to get things done in an efficient and business-like manner? (Has foresight and plans thoroughly and well? Little time wasted?)
9. Value this subject has for you? (Are the problems and topics studied useful and valuable?)
10. General (all-around) teaching ability of teacher? (All factors considered, how close does teacher come to your ideal?)

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SESSION II

SESSION II: IDENTIFYING TEACHING STRENGTHS 2 Hours 40 Minutes

GOALS

- Develop skills and techniques which will enable participants to interact with priority students in a patient and caring manner.
- Develop participants'awareness of the language and interpersonal skills which will enable them to create a warm and supportive atmosphere in their classes/schools.

OBJECTIVES

At the end of this session, participants will be able to:

- Access their personal attitudes and behaviors toward students.
- Aid priority students in developing positive attitudes toward themselves and their peers.
- Help priority students develop a sense of responsibility.

MATERIALS

- Flip charts
- Markers
- Paper
- Pens
- Transparencies
- Handouts

QUALIFICATIONS

TIME, MEDIA, & MATERIALS

30 Minutes

Paper, pens, transparency #5, flip chart, markers

OUTLINE OF TRAINING ACTIVITIES

II. Identifying Teaching Strengths

Lecturette:

Emphasize to trainees that they as teachers have strengths and weaknesses like their students, and as they try to identify and build on student strengths and improve the weaknesses, they must also seek to do the same for themselves and voc ed professionals.

Review the following list of characteristics. Underscore the fact that these, research has shown, are "important" for teachers of priority populations.

Trainer Note: characteristics should be presented on transparencies.

Teaching Strengths for Priority Populations

Patience. Some students take longer than others to perform a task. Rushing them will only make them more anxious, more likely to make errors.

Versatility. Some students have a short attention span. This means they will be happier and more successful if given several short tasks during an hour. If they need a lot of drill at a certain point, for example, present it in a different way each time. They don't like doing "what we did before."

Optimistic. Since some students tend to be discouraged easily, their teachers should be positive thinkers, should believe in miracles where human beings are concerned. They should send out rays of confidence to their students...so the students begin to have confidence in their own successes.

Understanding. Students from the priority groups are often more anxious and insecure than the average student in the classroom situation--for a number of reasons. On the one hand, their teachers need to recognize this fear, sense when things are too much for these students and ease up on them. On the other hand, their teachers need to expect more of them and push them gently to do more, to learn to use the skills they have acquired.

Acceptance. The need for warm, uncritical acceptance of students' slowness in learning, their offbeat and perhaps dirty clothing, their sometimes shocking language, cannot be over-emphasized. By commenting on what the student does right--rather than pointing out errors--the teacher can help bring about change. Criticism will only alienate students and encourage them to drop out.

Cultural Awareness. Black and Hispanic students, in some cases, have a value system widely different from that of adults of the middle and upper classes. Awareness of differences in cultural backgrounds can help a teacher accept the fact that some of the students react differently than others to traditional teaching techniques. The teacher's awareness of why these students act as they do help him/her to accept them and seek new ways to help them.

Sensitivity. Rarely do students speak up and tell you they are anxious, feel inadequate, or don't see any relationship between what you are teaching and their everyday problems. Yet these feelings often cause student dropout. Teachers must be sensitive to these signs of negative feelings. Ready promises followed by procrastination of "forgetting;" consistent bewilderment or blocking in spite of several explanations; dependency on the teacher or classmates for answers; frequent absences; persistent refusal to participate in class activities or pay attention; apathy or active hostility; defensiveness, reticence, or meaningless agreement with everything you say. All of these are calls for help.

Genuine liking for "different" people. If you don't really like people with values and backgrounds different from your own, you can't hide it. Try as you may to conceal your feelings, you'll give nonverbal clues to them through gestures, facial expressions, tone of voice.

Sense of Humor. A cheerful attitude, the ability to see the bright and humorous side of classroom situations, helps to create a warm learning climate.

Transparency #5

TEACHING STRENGTHS FOR PRIORITY POPULATIONS

Patience	SOME STUDENTS TAKE LONGER THAN OTHERS TO PERFORM A TASK. RUSHING THEM WILL ONLY MAKE THEM MORE ANXIOUS, MORE LIKELY TO MAKE ERRORS.
Versatility	SOME STUDENTS HAVE A SHORT ATTENTION SPAN. THIS MEANS THEY WILL BE HAPPIER AND MORE SUCCESSFUL IF GIVEN SEVERAL SHORT TASKS DURING AN HOUR. IF THEY NEED A LOT OF DRILL AT A CERTAIN POINT, FOR EXAMPLE, PRESENT IT IN A DIFFERENT WAY EACH TIME. THEY DON'T LIKE DOING "WHAT WE DID BEFORE."
Optimistic	SINCE SOME STUDENTS TEND TO BE DISCOURAGED EASILY, THEIR TEACHERS SHOULD BE POSITIVE THINKERS, SHOULD BELIEVE IN MIRACLES WHERE HUMAN BEINGS ARE CONCERNED. THEY SHOULD SEND OUT RAYS OF CONFIDENCE TO THEIR STUDENTS...SO THE STUDENTS BEGIN TO HAVE CONFIDENCE IN THEIR OWN SUCCESSES.
Understanding	STUDENTS FROM THE PRIORITY GROUPS ARE OFTEN MORE ANXIOUS AND INSECURE THAN THE AVERAGE STUDENT IN THE CLASSROOM SITUATION--FOR A NUMBER OF REASONS. ON THE ONE HAND, THEIR TEACHERS NEED TO RECOGNIZE THIS FEAR, SENSE WHEN THINGS ARE TOO MUCH FOR THESE STUDENTS AND EASE UP ON THEM. ON THE OTHER HAND, THEIR TEACHERS NEED TO EXPECT MORE OF THEM AND PUSH THEM GENTLY TO DO MORE, TO LEARN TO USE THE SKILLS THEY HAVE ACQUIRED.
Acceptance	THE NEED FOR WARM, UNCRITICAL ACCEPTANCE OF STUDENTS' SLOWNESS IN LEARNING, THEIR OFF-BEAT AND PERHAPS DIRTY CLOTHING, THEIR SOMETIMES SHOCKING LANGUAGE, CANNOT BE OVER-EMPHASIZED. BY COMMENTING ON WHAT THE STUDENT DOES RIGHT--RATHER THAN POINTING OUT ERRORS--THE TEACHER CAN HELP BRING ABOUT CHANGE. CRITICISM WILL ONLY ALIENATE STUDENTS AND ENCOURAGE THEM TO DROP OUT.

Transparency #5a

Cultural Awareness	BLACK AND HISPANIC STUDENTS, IN SOME CASES, HAVE A VALUE SYSTEM WIDELY DIFFERENT FROM THAT OF ADULTS OF THE MIDDLE AND UPPER CLASSES. AWARENESS OF DIFFERENCES IN CULTURAL BACKGROUNDS CAN HELP A TEACHER ACCEPT THE FACT THAT SOME OF THE STUDENTS REACT DIFFERENTLY THAN OTHERS TO TRADITIONAL TEACHING TECHNIQUES. THE TEACHER'S AWARENESS OF WHY THESE STUDENTS ACT AS THEY DO HELP HIM/HER TO ACCEPT THEM AND SEEK WAYS TO HELP THEM.
Sensitivity	RARELY DO STUDENTS SPEAK UP AND TELL YOU THEY ARE ANXIOUS, FEEL INADEQUATE, OR DON'T SEE ANY RELATIONSHIP BETWEEN WHAT YOU ARE TEACHING AND THEIR EVERYDAY PROBLEMS. YET THESE FEELINGS OFTEN CAUSE STUDENT DROPOUT. TEACHERS MUST BE SENSITIVE TO THESE SIGNS OF NEGATIVE FEELINGS. READY PROMISES FOLLOWED BY PROCRASTINATION OF "FORGETTING"; CONSISTENT BEWILDERMENT OR BLOCKING IN SPITE OF SEVERAL EXPLANATIONS; DEPENDENCY ON THE TEACHER OR CLASSMATES FOR ANSWERS; FREQUENT ABSENCES; PERSISTENT REFUSAL TO PARTICIPATE IN CLASS ACTIVITIES OR PAY ATTENTION; APATHY OR ACTIVE HOSTILITY, DEFENSIVENESS, RETICENCE, OR MEANINGLESS AGREEMENT WITH EVERYTHING YOU SAY. ALL OF THESE ARE CALLS FOR HELP.
Genuine Liking for "Different" People	IF YOU DON'T REALLY LIKE PEOPLE WITH VALUES AND BACKGROUNDS DIFFERENT FROM YOUR OWN, YOU CAN'T HIDE IT. TRY AS YOU MAY TO CONCEAL YOUR FEELINGS, YOU'LL GIVE NONVERBAL CLUES TO THEM THROUGH GESTURES, FACIAL EXPRESSIONS, TONE OF VOICE.
Sense of Humor	A CHEERFUL ATTITUDE, THE ABILITY TO SEE THE BRIGHT AND HUMOROUS SIDE OF CLASSROOM SITUATIONS, HELPS TO CREATE A WARM LEARNING CLIMATE.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
10 Minutes	Exercise: Have trainees rate themselves informally on scale of 1-5 where they fall in each of the categories.
25 Minutes	Large Group Discussion: Each participant should be encouraged to discuss his/her personal rating in each of the areas--recognizing the strengths as well as weaknesses.
15 Minutes	Have each participant list at least three ways s/he can begin to improve weaknesses identified in the rating exercise. Solicit some volunteers to place their ideas on flip chart.
1 Hour	Lunch
30 Minutes	Participative lecture: "Self-awareness"
Pens, paper, flip chart, markers Handouts: "Encouragement Worksheet"	Task should focus on awareness as a necessary "coping skill" for the voc ed environment. Highlight notion that attitudes toward and expectations of students significantly effect their performance. The teacher's positive attitude greatly increases students' chances of success.
"Conceptions of Students"	Touch on subjects of establishing rapport with students, integrating priority students into the student body/classroom etc.
30 Minutes	Small Group Exercise:
Handout #2	Break larger group into small groups of not more than six members each. Ask participants to discuss the "Encouragement Worksheet." They should determine why some statements are encouraging and why some are discouraging. They should identify the flaws in discouraging statements.
15 Minutes	Large Group Processing of Exercise: Elicit feedback from group members on personal examples from their own teaching experiences. Have participants think of other ways to phrase statements that are currently discouraging.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
15 Minutes	Exercise: "Conceptions of Students"
Handout #3 and #4	Pass out this exercise on "Self-evaluation." These should be done individually. It is a personal evaluation and participants will be allowed to keep their forms.
	Note: trainer should encourage feedback from participants on their feelings as they worked through the exercise.
10 Minutes	-Break-

ENCOURAGEMENT WORKSHEET

Below are some phrases that are commonly heard in classrooms. Put an E next to the sentences that are encouraging. Put a D next to discouraging sentences. Can you identify the flaws in the discouraging words? Why do they have a discouraging effect? Why would the encouraging sentences have a positive effect? Write a few words to indicate your thinking next to each sentence.

_____1. That was just beginner's luck. ____________________

_____2. Well, you're still a long way from being a good student.____________________

_____3. You've made a big improvement on this week's math quiz. Last week you got six right. This week, eight are correct.____________________

_____4. I never would have believed that you could handle that assignment.____________________

_____5. I think you have what it takes to tackle that project.____________________

_____6. If you held your book a little further from your face, your eyes might not get so tired. Just a suggestion. You decide.____________________

_____7. The class is doing an excellent job of keeping the art supplies in order so that everyone can find what they need.____________________

_____8. Your multiplication is improving, but you still need to work on making your papers neater.____________________

_____9. If you study every night, there is absolutely no reason why you can't pass the test at the end of the week.____________________

_____10. You're always biting off more than you can chew.____________________

_____11. I appreciate your help. The boards are much easier to write on since you washed them.____________________

_____12. How nice you could figure that problem out for yourself. Your skills are growing.____________________

_____13. A kindergarten student could do it better than that! (said to an older student.____________________

_____14. You've figured out how to find the books you need in the library. That's terrific!____________________

_____15. You do a fine job of bringing everything you need to class.____________________

_____16. So--you finally finished something.____________________

_____17. It's true that you made a mistake. Let's see what you can learn from it.____________________

*SELF EVALUATION EXERCISE: CONCEPTIONS OF STUDENTS

Using the following descriptions, write the names of students from the priority populations which you have taught, counseled or worked with in some way. Select twelve different persons (i.e., if the same person comes to mind in a later description, select another) so that at conclusion you have twelve different names on the paper. (No one else will see the names--they are only for your use.)

1. The first male handicapped student whose name comes to mind.
2. A female student you found hard to understand.
3. A Black male student you would like to help.
4. The first female special education student who comes to mind.
5. A male special education student you would like to know better.
6. A Black female student you liked.
7. A male limited English proficient student whom you liked.
8. A female handicapped student you would like to help.
9. A male Hispanic student whom you don't like.
10. A female student whom you don't like.
11. A Black male student you found hard to understand.
12. A female Hispanic student you would like to know better.

Matching and Naming

Next, select student #1, #4 and #8. After asking yourself the question, "Which two of these three are alike in some important way and different from the third?" select those two and put them together. Next, ask yourself the question, "How are they alike?" describing this similarity in your own words by a word or phrase. Using the attached page, circle the two persons whom you thought were alike and write your word or phrase describing how you see them as being alike. Continue this procedure for the following nine triads.

*Adapted from work by Clyde Parker, University of Minnesota

WORKSHEET FOR SELF EVALUATION EXERCISE

Students' names (from description of previous page):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Triad	Three Names	Your Description
a. 1-4-8		a.
b. 2-5-9		b.
c. 3-7-10		c.
d. 4-6-11		d.
e. 1-5-12		e.
f. 2-6-9		f.
g. 3-4-10		g.
h. 5-7-11		h.
i. 7-8-9		i.
j. 10-11-12		j.

SESSION III

SESSION III: IDENTIFYING LEARNER CHARACTERISTICS 1 Hour

GOALS

- To understand the importance of recognizing differences among students.
- To emphasize that knowledge of the learner is an all important component of curriculum planning.
- To recognize the importance of attitudes, prior achievement, etc., in working with priority populations.

OBJECTIVES

At the end of this session, participants will be able to:

- Compile a learner profile.
- Develop a learner analysis.

MATERIALS

- Handouts
- Flip charts

QUALIFICATIONS

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Lecturette:
15 Minutes	**Trainer Note:** This activity is designed to involve all those who deal with the student, the voc. ed. instructor, the related and academic instructors. This session is concerned with activities which are critical in the process of identifying and analyzing the needs of priority students. The object is to collect and compile information to answer these basic assessment questions in order to compile a "learner profile:" Trainer Note: these should be put on flip chart. 1. What is the general voc ed goal of this student? 2. What specific learning strengths, weakness, problems, etc., does the learner demonstrate? 3. What types of materials and methods and learning situations are most appropriate for this learner? This learner analysis is based on information from documented sources, as well as observable learner behaviors, and provides an overview of the learner's unique characteristics in a variety of different performance areas. Based on available diagnostic information and the learner analysis profile, a description can be prepared to provide information on the individual's learning style. This "learning prescription" then outlines the instructional techniques and materials which are most appropriate for the learner being served. It should be noted that learner analysis is a continuous, ongoing process rather than solely a one-time assessment activity. Frequently teachers, psychologists and others consider this activity to be a staffing where test data and student records are reviewed. To be effectively utilized learner analysis profiles and learning prescriptions must be reviewed and updated at least every two months. The ultimate goal is to upgrade the learner's skills to a level where s/he can be productively employed and economically independent.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
20 Minutes Pens, Paper	Buzz Session Divide large groups into groups of three or four persons. Each group should identify a recorder or spokesperson who will "report out" for the group. Have the groups come up with a list of ways that they have used to determine students' learning characteristics. Specifically, have them note any techniques used with priority groups: Blacks, Hispanics, Limited English Proficient, handicapped.
15 Minutes Prepared flip charts, Pens, Paper, Markers, Case Study "John"	Large Group Discussion All participants should reassemble in the large group. Have each group recorder report the group's ideas. Emphasize those ideas that are similar. Introduce your list to the group. Highlight key aspects of identifying learner characteristics.
15 Minutes	Wrap Up Discussion Pass out case study for overnight reading. Adjournment

JOHN SMITH: A CASE STUDY

John and his family recently moved to the community. He is a 16 year old Black youth and will begin the 10th grade in the Fall. In his previous school he was placed in a classroom for the educable mentally retarded. After reviewing John's records, the school psychologist and Director of Special Education decided to conduct an educational assessment and a placement staffing. This is a common practice in most school districts for new students who have transferred from special education programs in other districts, as well as for students in the district who are referred for special education services. This school district, like others in the state, is required to conduct an assessment and placement staffing for each special needs student at least once a year and more frequently if necessary.

The school psychologist assembled and reviewed all of the information from John's previous school records. Based on the available test information and other data, the school psychologist evaluated John using a series of aptitude tests and interest inventories.

For the first two weeks of school, John was placed in several regular classes and in a special education resource room. The resource room teacher used a number of diagnostic exercises during the first two weeks of school to assess his skills and aptitudes in: basic math and measurement, verbal communication, writing, sequencing, spatial perception, and a number of other areas. Ms. Brown, the resource teacher, also closely observed the development of John's social relationships with his fellow students. In addition to being placed in English, American History and General Math, John was also enrolled in an introductory auto mechanics course. Each of these regular class teachers was asked by Ms. Brown to provide John with as many exploratory experiences as possible during the first two weeks.

During the third week of school, the Assistant Director of Special Education for the school district scheduled a meeting of John's teachers, a counselor, the school psychologist, and his parents. At the meeting, the psychologist presented and discussed the information he had accumulated from the records and through testing. Ms. Brown indicated that the diagnostic exercises in the resouce room had shown John in need of extensive additional help in basic math processes (addition, subtraction, multiplication, and division) and in writing. The auto mechanics teacher, Mr. Bryant, noted that John is extremely interested in working on small gas engines because he has a mini-bike. Mr.Bryant felt that with some extra help in math and measuring, John can continue in the regular class.

During the discussion, John's problems and strengths in different basic skill areas were recorded on a Learner Analysis Profile chart. After 45 minutes of discussion, a comprehensive "picture" of John begins to appear on the profile chart. John's parents and teachers are able to see graphically the areas from several presented on the profile in which John will need special assistance. Based on the profile and the discussion which has taken place, the group decides to keep John in the five classes in which he is presently enrolled. However, the Director suggests that the group meet again after the first semester to review John's progress.

As the meeting comes to a close, the teachers appear to express a common interest and concern for John. The auto mechanics and resource room teachers decide to schedule a weekly meeting to coordinate some of the resource room instruction in basic math with the applied math John will be learning in the auto mechanics class. By listening to each other's experiences with John, both the teachers and his parents feel that they have a more extensive and thorough understanding of John's educational needs. His parents also feel quite satisfied that the school is making an extended effort to address their son's individual needs.

SESSION IV

SESSION IV: PLANNING THE INSTRUCTIONAL PROGRAM 3 Hours

GOALS

- To enable participants to determine and describe what is to be achieved through course instruction.
- To enable participants to understand the three major phases involved in developing an instructional program.
- To provide trainees with techniques for using an individualized approach to designing instruction for priority students.
- To introduce participants to the concept of competency based voc ed (CBVE)

OBJECTIVES

At the end of this session, participants will be able to:

- Identify components of the three phases in instructional development.
- Complete the preparation phase of an instructional program for their course.

MATERIALS

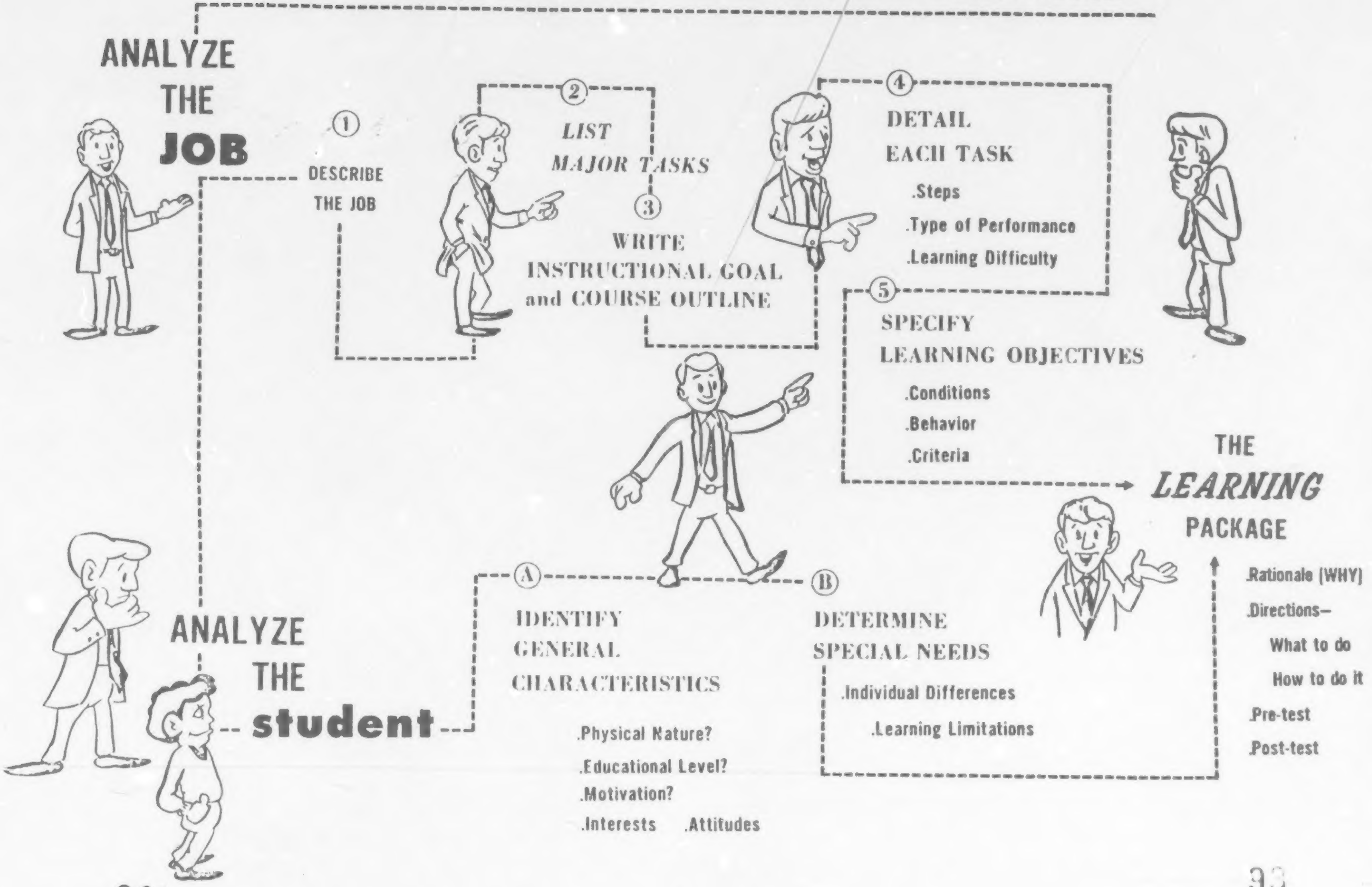
- Transparencies
- Flip charts
- Markers
- Paper
- Pens
- Handout "Storage Bins"

QUALIFICATIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
20 Minutes	Recap of Session III -- briefly refer participants to Case Study from the previous day. Ask them to discuss differences between this situation and what happens at their own school. Let them give specific examples.
40 Minutes	Lecturette: "Developing an Effective Instructional Program"
Transparencies, #6-16 Pens, paper, flip chart, markers	Start lecturette by putting transparency #6 on the overhead. Highlight the fact that the development of an effective instructional program involves a systematic approach to program design. For this, there are "three" phases. These do not occur at distinctly different times, but rather overlap, especially implementation and improvement. ● The Preparation Phase ● The Implementation Phase ● The Improvement Phase Trainer Note: These should be presented on flip charts that are already prepared. Continue with the lecturette by showing each of the transparencies and discussing each one in detail.
20 Minutes	Discussion: Encourage participants to ask questions about material presented in lecturette. Some "lead ins" for this discussion might be questions like: ● How does this process differ from your own? ● Is this realistic for your particular situation? ● Are there things that you do in your class/school that work more effectively than this method? ● Would you share your methodology with the group?
10 Minutes	-Break-
30 Minutes	Exercise: "Job Analysis/Breakdown"
Pens, paper	Divide large group into smaller groups of three or four. Ask each group to describe the job that students are expected to do as a result of a particular voc ed class or program. Emphasize that the description does not need to be lengthy or detailed. It should be brief and consist of a general statement about what a person on the job does. This "general statement" should include a description of the general duties and should outline the areas of responsibility. Make sure each group selects a recorder.

Transparency #6

PLANNING *VOCATIONAL INSTRUCTION*



ANALYZE THE **JOB**

① DESCRIBE THE JOB

② *LIST MAJOR TASKS*

③ WRITE INSTRUCTIONAL GOAL and COURSE OUTLINE

④ DETAIL EACH TASK

.Steps
.Type of Performance
.Learning Difficulty

⑤ SPECIFY LEARNING OBJECTIVES

.Conditions
.Behavior
.Criteria

ANALYZE THE **student**

Ⓐ IDENTIFY GENERAL CHARACTERISTICS

.Physical Nature?
.Educational Level?
.Motivation?
.Interests .Attitudes

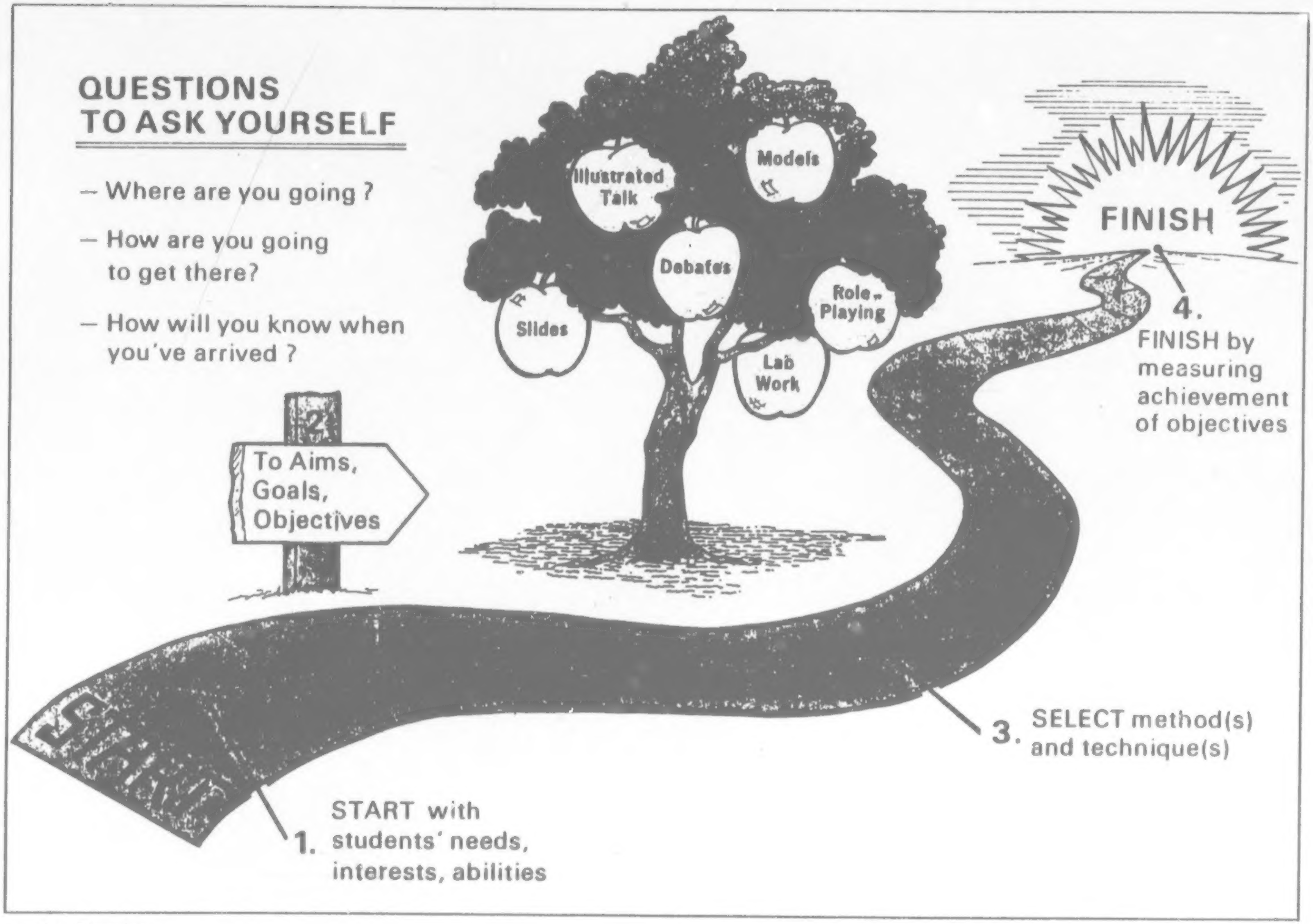
Ⓑ DETERMINE SPECIAL NEEDS

.Individual Differences
  .Learning Limitations

THE *LEARNING* PACKAGE

.Rationale (WHY)
.Directions—
  What to do
  How to do it
.Pre-test
.Post-test

Visual: Marsh Dean, Link Educational Laboratories



QUESTIONS TO ASK YOURSELF

- Where are you going ?
- How are you going to get there?
- How will you know when you've arrived ?

Illustrated Talk
Models
Debates
Slides
Role-Playing
Lab Work
FINISH
START

1. START with students' needs, interests, abilities
2. To Aims, Goals, Objectives
3. SELECT method(s) and technique(s)
4. FINISH by measuring achievement of objectives

Road to Planning

FROM: AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MEDIA
MODULE B-4, "DEVELOP A LESSON PLAN." UNIVERSITY OF GEORGIA

Transparency #7

THE PREPARATION PHASE

This is the "Get-Ready-to-Go" phase of program design. It is the planning phase and the success of the entire program hinges on how well it is performed. To break it down into the steps that are involved, six things must be done in preparing an instructional program:

STEP ONE:

ANALYZE THE TASK AND THE TARGET POPULATION

WHAT WILL BE REQUIRED OF THE STUDENT OR THE TRAINEE WHEN HE COMPLETES THE INSTRUCTION? WHAT KIND OF PEOPLE WILL BE PARTICIPATING IN THE COURSE? IN THIS STEP, THE PROGRAM DEVELOPER MUST BE A THOROUGH AND COMPETENT RESEARCHER.

IF THE COURSE IS TO TRAIN PEOPLE FOR A PARTICULAR OCCUPATION OR SKILL, IT MUST BE DETERMINED THAT THERE IS A NEED FOR THE SKILL AND THAT THE TRAINEE WILL NOT HAVE DIFFICULTY IN MOVING FROM THE CLASSROOM TO THE WORLD OF WORK. ANOTHER AREA THAT MUST BE RESEARCHED IS WHETHER OR NOT POTENTIAL TRAINEES WILL BE AVAILABLE FOR THE COURSE.

STEP TWO:

PREPARE OBJECTIVES

THESE OBJECTIVES SHOULD BE FOCUSED ON THE PERFORMANCE OF THE TRAINEE, NOT THE CONTENT OF THE COURSE, OR THE ACTIONS OF THE INSTRUCTOR. THE INSTRUCTIONAL OBJECTIVE SHOULD DESCRIBE WHAT THE LEARNER WILL BE DOING WHEN HE ACHIEVES THE INTENDED OUTCOME OF THE INSTRUCTION.

IN WRITING AN OBJECTIVE OF THIS KIND, THE PROGRAM DEVELOPER MUST DO THREE THINGS.

First: HE MUST IDENTIFY THE DESIRED BEHAVIOR OF THE LEARNER AT THE END OF THE INSTRUCTION.

Second: HE MUST DESCRIBE THE CONDITIONS UNDER WHICH THE LEARNER WILL PERFORM.

Third: HE MUST SPECIFY THE STANDARDS OR CRITERIA OF ACCEPTABLE PERFORMANCE.

EXAMPLES OF OBJECTIVES THAT MEET THE ABOVE REQUIREMENTS:

"GIVEN A MODEL XYZ SPHYGMOMANOMETER, BE ABLE TO TAKE BLOOD PRESSURE TO WITHIN 0.05 CM. THE TRAINEE MUST CORRECTLY COMPLETE FIVE CONSECUTIVE TRIALS TO THIS CRITERION."

"PROVIDED WITH AN OUTDOOR TELEVISION ANTENNA KIT AND APPROPRIATE TOOLS, THE TRAINEE WILL BE ABLE TO INSTALL THE ANTENNA AND CORRECTLY CONNECT THE INPUT LEAD TO THE TELEVISION SET. PERFORMANCE WILL BE JUDGED CORRECT IF THE ANTENNA INSTALLATION IS COMPLETED ACCORDING TO TRADE STANDARDS AND IF THE RESULTING PICTURE IS FREE OF SNOW."

"BE ABLE TO TRANSCRIBE A BUSINESS LETTER FROM A DICTATING MACHINE AND BE ABLE TO PRODUCE A TYPED LETTER WITH A MAXIMUM OF THREE TYPING ERRORS WITH ALL TYPING ERRORS CORRECTED."

NOTE THAT THERE IS NO SINGLE, STANDARDIZED WAY TO WRITE OBJECTIVES. HOWEVER, EACH OF THE OBJECTIVES ABOVE GIVES THREE IMPORTANT KINDS OF INFORMATION: THE CONDITIONS OF PERFORMANCE, THE BEHAVIORS REQUIRED, AND THE STANDARDS OF ACCEPTABLE PERFORMANCE.

STEP THREE:

BEGIN PREPARING FOR IMPROVEMENT PHASE

WHEN THE PROGRAM DEVELOPER WRITES HIS/HER LEARNING OBJECTIVE, S/HE SHOULD BE THINKING AHEAD TO HOW S/HE INTENDS TO DETERMINE WHETHER THE LEARNER REACHES THE OBJECTIVE. IN OTHER WORDS, THE EVALUATION OF LEARNING SHOULD BE AN EVALUATION OF LEARNER PERFORMANCE. THIS PERFORMANCE EVALUATION CAN BE THROUGH OBSERVATION, WHICH IS PROBABLY THE BEST WAY, OR THROUGH A TEST OR EXAMINATION THAT MEASURES THE DESIRED LEARNING.

NO MATTER WHAT METHOD OF EVALUATION THE PROGRAM DEVELOPER CHOOSES, S/HE NEEDS TO MAKE HIS/HER CHOICE AND DESIGN THE EVALUATION PROCEDURES DURING THE PREPARATION PHASE, NOT AFTER THE COURSE HAS BEEN IMPLEMENTED.

STEP FOUR:

DETERMINE THE SEQUENCE OF INSTRUCTION

THE PROGRAM DEVELOPER NEEDS TO USE HIS/HER TASK ANALYSIS AND HIS/HER LEARNING OBJECTIVES TO DETERMINE THE MOST EFFICIENT AND LOGICAL SEQUENCE OF INSTRUCTION. WHEN POSSIBLE, THE LEARNER SHOULD BE MOVED FROM THE KNOWN TO THE UNKNOWN, FROM THE SIMPLE TO THE MORE COMPLEX.

STEP FIVE:

SELECT THE CONTENT OF INSTRUCTION

IN THIS STEP, THE PROGRAM DEVELOPER MUST IDENTIFY WHAT IS ESSENTIAL - "NEED TO KNOW" INFORMATION - AND WHAT IS NOT SO ESSENTIAL OR "NICE TO KNOW" INFORMATION. USUALLY, TIME RESTRAINTS WILL REQUIRE THAT CONTENT BE LIMITED TO THE ESSENTIALS THAT THE LEARNER MUST HAVE IN ORDER TO PERFORM SATISFACTORILY.

STEP SIX:

SELECT THE INSTRUCTIONAL TACTICS AND MATERIALS

IN ANALYZING THE TASK AND THE KIND OF LEARNER THAT WILL BE INVOLVED IN THE LEARNING PROCESS, THE PROGRAM DEVELOPER WILL GET A GREAT DEAL OF INSIGHT THAT WILL HELP HIM/HER AT THIS FINAL STEP IN THE PREPARATION PHASE. WHENEVER POSSIBLE, THE LEARNING ENVIRONMENT SHOULD BE AS CLOSE AS POSSIBLE TO THE ACTUAL WORK ENVIRONMENT THAT THE TRAINEE WILL FUNCTION IN AFTER S/HE COMPLETES THE COURSE. ANOTHER CONSIDERATION TO BE KEPT IN MIND IS THAT DECISIONS ABOUT TACTICS AND MATERIALS SHOULD BE BASED ON HOW THE LEARNER LEARNS BEST. OTHER IMPORTANT CONSIDERATIONS, OF COURSE, ARE THE QUESTIONS OF AVAILABILITY OF EQUIPMENT AND FUNDS.

The Implementation Phase

NO PLAN IS PERFECT. ON THE OTHER HAND, NO PLAN CAN BE PERFECTED UNTIL IT IS PUT INTO ACTION. THE PLANS DEVELOPED DURING THE PREPARATION PHASE SHOULD BE FOLLOWED UNTIL SOME INDICATION IS RECEIVED THAT ADJUSTMENTS ARE NECESSARY. A GOOD PLAN IS LIKE A GOOD PARENT: FIRM - BUT FLEXIBLE.

NO PLAN SHOULD BE IMPLEMENTED WITHOUT THE SUPPORT OF THOSE IMPLEMENTING IT. ALL SHOULD UNDERSTAND THE PLAN. (THIS UNDERSTANDING WILL BE MORE COMPLETE IF THEY HAVE HAD AN OPPORTUNITY TO CONTRIBUTE TO THE PLAN.) WHEN THE PLAN IS PUT INTO ACTION, THE IMPLEMENTERS SHOULD IMPLEMENT WITH ENTHUSIASM AND A POSITIVE ATTITUDE.

THE IMPROVEMENT PHASE

DURING THIS PHASE, WHICH IS ON-GOING AT THE SAME TIME THE COURSE IS BEING IMPLEMENTED, TWO THINGS TAKE PLACE.

FIRST, THE LEARNING MUST BE EVALUATED. TO DO THIS A CONTINUING SEQUENCE OF COMPARISONS SHOULD BE MADE. THE PERFORMANCE OF THE LEARNER IN THE CLASSROOM OR IN THE LABORATORY OR SHOP SHOULD BE CONSTANTLY COMPARED WITH THE LEARNING OBJECTIVES THAT WERE CONSTRUCTED DURING THE PREPARATION PHASE.

IDEALLY, THIS EVALUATION SHOULD BE CONTINUED ON DURING A FOLLOW-UP PERIOD AFTER THE LEARNER HAS COMPLETED THE COURSE. AT REGULAR INTERVALS, TO GIVE THE COURSE A COMPLETELY REALISTIC EVALUATION, THE PERFORMANCE OF THE GRADUATE OF THE COURSE SHOULD BE COMPARED ON THE JOB WITH THE COURSE OBJECTIVES.

THE SECOND PART OF THE IMPROVEMENT PHASE GROWS OUT OF THE EVALUATION PROCEDURES DESCRIBED ABOVE. WHEN THE EVALUATION INDICATES THAT THERE ARE SOME WEAK SPOTS IN THE COURSE, THE PROGRAM DEVELOPER MUST MAKE REVISIONS IN HIS/HER PLAN AND THEN TRY AGAIN.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Trainer Note: Point out to participants that

The job description should not be

- the long, detailed type of job description that you would write if you were a personnel director describing a new position to be filled in a company;
- a listing of all the things a person must know to do the job;
- limited only to the basic skills involved in the job. (If the job is that of an executive secretary, the person who fills that job must do more than type and take shorthand. If acting as a receptionist is part of the job, this should be included in the job description. The same thing applies to the job of service station attendant who also must inventory parts and wait on customers.)

15 Minutes

Discussion:

Ask recorders for each group to report on the outcomes. Have group members point out effective aspects of each description as well as descriptions which may be too unspecific.

Exercise Continued:

Trainer Note: Let participants remain in their groups for the next part of the activity.

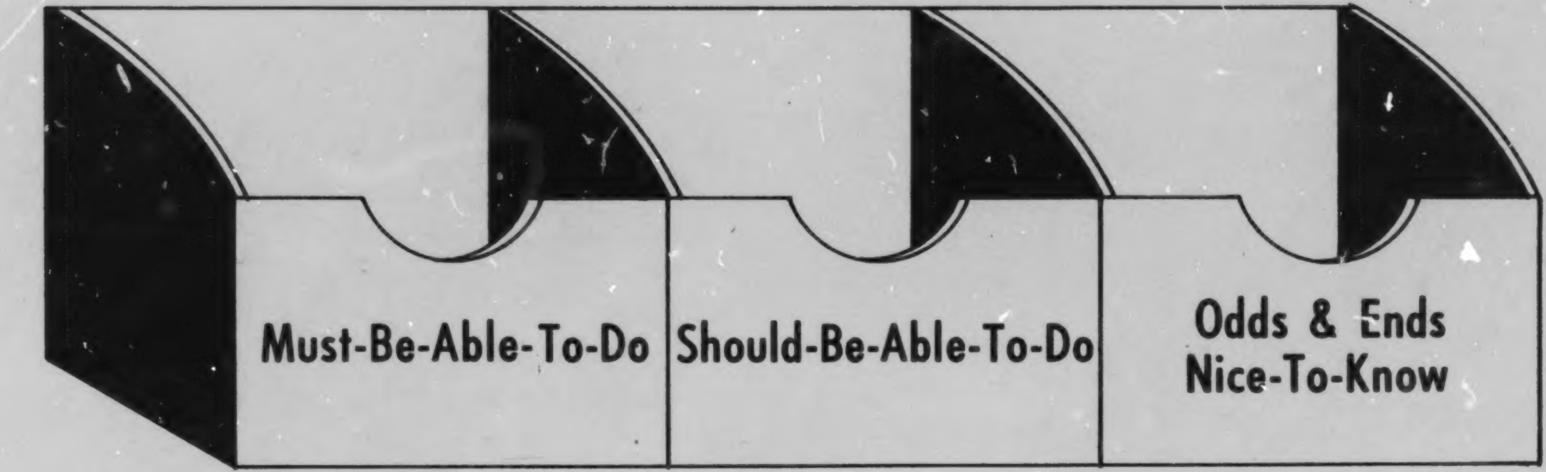
30 Minutes
Paper, pens

Tell trainees to come up with a list of "major tasks" involved in the job they've just described. The list should simply come from their own experience.

Note for trainees that every job is made up of a number of major elements. Each element in turn consists of a logical sequence of actions or events that lead to the completion of the job element. These job elements are the "major tasks" involved in the particular job or occupation. For example, to perform the job of being a brick mason, one must be able to prepare a batch of mortar. Preparing the mortar, therefore, is a major task. No brick mason can lay a brick or build anything if s/he cannot perform this task.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
15 Minutes	Large Group Discussion:
Handout: "Storage Bins" Flip charts, markers	Have two of the group's recorders put their lists on flip charts. Encourage general questions and comments from participants. Pass out Handout and ask participants to sort their lists according to the heading on the "storage bins."
1 Hour	-Lunch-

"STORAGE BINS"


Must-Be-Able-To-Do
Should-Be-Able-To-Do
Odds & Ends
Nice-To-Know

Handout #6

Adapted from: The Learning Package Approach, Link Educational Laboratories

SESSION V

SESSION V: INDIVIDUALIZING INSTRUCTION/ADAPTING INSTRUCTIONAL CONTENT 3 Hours

GOALS

- To provide trainees with techniques for using individualized instruction.
- Understand CBVE model for designing vocational education curriculum
- Enable participants to adapt their curricula to eliminate bias and stereotyping.

OBJECTIVES

At the end of this session, participants will be able to:

- Identify desirable features of individualized instruction.
- Describe the job to be performed by their students and outline major tasks involved.
- Write performance objectives for instructional program.
- Select appropriate instructional materials including teacher-made materials.
- Identify bias in instructional materials.
- Evaluate their instructional program using several of the methods identified.

MATERIALS

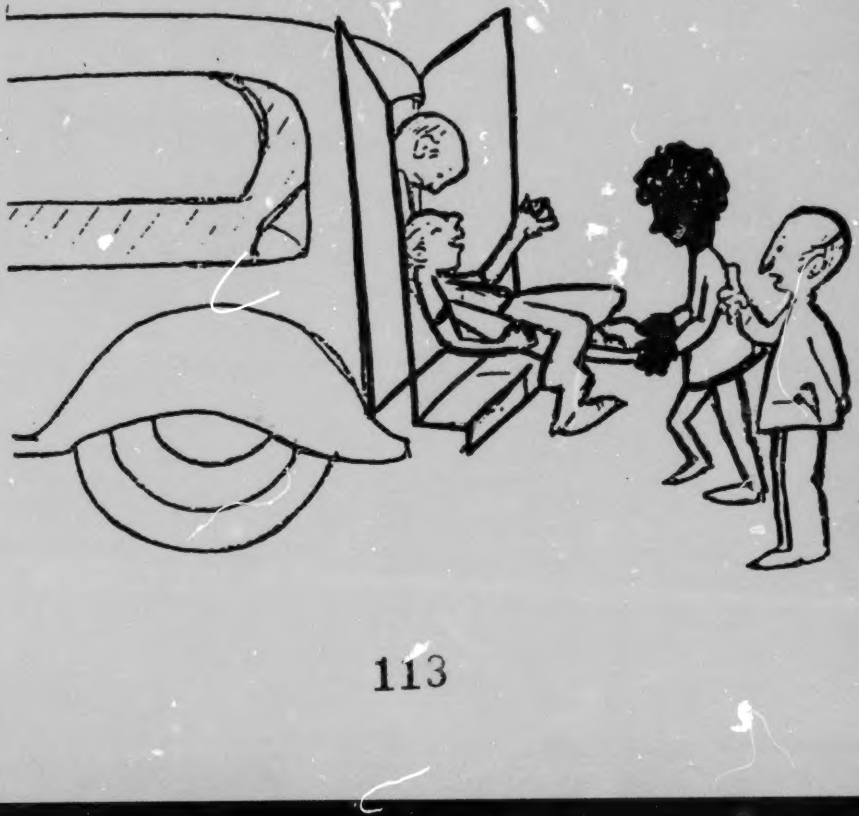
- Pens, paper
- Flip charts
- Transparencies
- Case Studies
- Handouts

QUALIFICATIONS

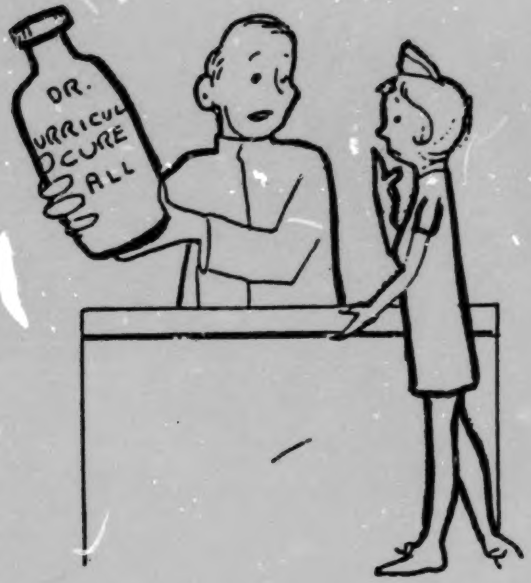
TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
Pens, paper, flip charts, transparencies 40 Minutes	Individualizing Instruction/Adapting Instructional Content Lecturette: A The concept of individualizing instruction is not new to teachers of vocational subjects. They have long prided themselves on attending to the needs of individual students as illustrated by the use of the individual project in instruction. With the tradition of individualized instruction in vocational education in mind, we intend to re-examine this concept in the light of what we now know about the way people learn and the materials now available for aiding learning. The advent of new instructional media, educational techniques and methodology make this re-examination timely. Many have suggested that the role of the teacher has changed from that of a dispenser of information to a manager of teaching-learning activities. Or, it may be stated that help is now available to make it possible for the teacher to do those things that s/he always desired to do--help students learn. In any case, the challenge for the teacher is broadened. In addition to knowing the subject matter that s/he teaches, s/he must know more about the ways in which students learn if s/he is to meet their needs on an individual basis. This knowledge is prerequisite to the efficient utilization of the media, techniques and methodology now at the teacher's disposal. Most important in individualized instruction are the student and the teacher. In addition, the environment in which learning occurs, the content of instruction and the means by which instruction takes place are necessary components. The focus of the entire individualized instructional process is the student. As used here, individualized instruction is learning activities which meet the needs of each student in terms of that student's ability to learn, his/her needs, interests, motivation, educational history, and experience. In other words, it is instruction in which the student is on his/her own terms. Individualized instruction gives the learner a role in selecting what s/he studies, as well as how fast s/he proceeds.
Transparencies #17-20	**Trainer Note:** Show transparencies here and highlight each.

TO USE AN ANALOGY, WHAT IF HOSPITALS CONDUCTED THEIR BUSINESS IN THE SAME MANNER MOST EDUCATIONAL INSTITUTIONS ARE OPERATED? WOULDN'T THAT EMERGENCY WITH THE BROKEN LEG IN JULY, HAVE TO WAIT UNTIL SEPTEMBER FOR TREATMENT?

"YOU MAY AS
WELL PUT HIM
BACK IN THE
AMBULANCE.
WE CAN'T
ADMIT ANYONE
UNTIL
SEPTEMBER."

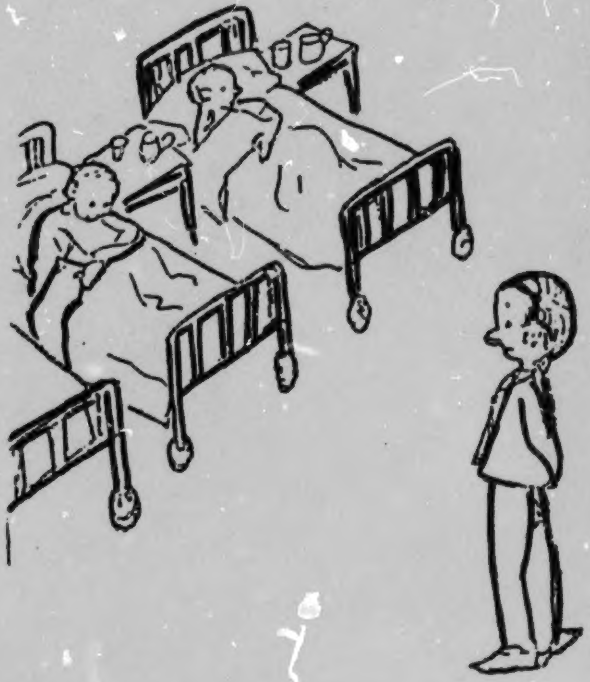


"GIVE EVERY PATIENT ONE FULL BOTTLE. IT HAS EVERYTHING IN IT, SO IT SHOULD DO THE JOB."

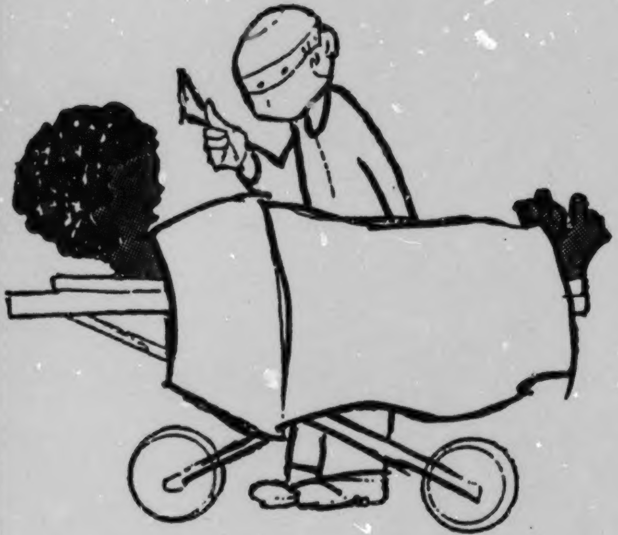

DR.
URRICUL
CURE
ALL

MANY STUDENTS ARE NOT ALLOWED TO PROGRESS WITHIN THEIR CAPABILITIES DUE TO THE FACT THAT EVERYONE BEGINS AND COMPLETES A COURSE AT THE SAME TIME.

"MOST OF YOU IN THIS WARD ARE CURED, BUT WE'RE NOT DISCHARGING ANYONE UNTIL NEXT MONTH."



IF EVERY PATIENT IN A HOSPITAL GOT THE SAME TREATMENT, WOULDN'T EACH GET AN OPERATION WHETHER HE NEEDED IT OR NOT?



"I KNOW YOU DON'T NEED AN APPENDECTOMY, BUT WE'RE TAKING EVERYONE'S OUT THIS WEEK."

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Characteristic of individualized instruction is that behavioral objectives specify what is to be learned by each learner. Each unit of instruction indicates who is to do the learning, the observable behavior expected after instruction, the conditions under which it will occur, and the minimum level of acceptable performance. For example, an objective may state that, given 10 common weeds, the student will be able to identify the weeds and outline a procedure for controlling each weed. Secondly, mastery learning or full accomplishment of the objective is expected of each learner. It is not assumed that a percentage of the objective, such as 70 percent, will be achieved by the student or that 70 percent of the students will achieve the objective. Because each student is expected to master the objective, there will be variation in the time required for learning rather than in the amount of learning. By focusing learning on objectives developed from goals which the learner has helped to identify and by basing advancement through the learning sequence on the mastery of those objectives, individualized instruction responds to the performance capabilities of the individual student and not simply on the content to be covered. In a sense, the capabilities of the student become an important determinant in the objectives for the student. Aptitude should not decide how well objectives are accomplished, but it should function in determining how many objectives are accomplished and the length of time required for mastery. Additionally, prior experience of the student may make it possible to begin at an advanced level of learning. Although primary attention has been given to the role of the student in selecting goals for learning, the teacher should not diminish the importance of his/her input into this process. A student may identify a broad goal for him/herself, such as the occupation for which s/he would prepare or a project s/he would complete, but his/her limited experience probably does not prepare the student to state the specific knowledges, skills and attitudes which will be needed for satisfactory performance in that occupation or for the completion of a project. The school, through the teacher, advisory committees, curriculum guides, and the like can better identify specific learning objectives to be mastered. From the broad and often vaguely expressed goal of the student the teacher can guide the student to that goal by identifying the behaviors necessary for its accomplishment. Important to the acceptance by the student of the behaviors to be achieved is his/her understanding of their relationship to his/her stated goal.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

For vocational education teachers, three major questions about individualized instruction are of importance:

1. How should the learning objectives be developed?
2. What should the teacher know about the learner?
3. How can instructional media and techniques be adapted to suit the needs of the individual learner?

When the desired learning outcomes have been identified and the general and specific aptitudes of the learner have been considered, it is necessary to select means to help the learner acquire these objectives in an efficient manner. This may be done either by means of a totally individualized instructional system or by using individualized instruction for selecting portions of the instructional spectrum.

Total or Partially Individualized Instruction--As totally individualized systems become more and more available for purchase, the teacher may become adviser in the selection and later manager of the system. These instructional systems may include objectives, diagnostic tests, instructional materials and evaluative devices, and they may take several forms. In schools with computer terminals for instructional use, there may be the opportunity to use a computerized course such as one for spelling designed for technicians. Another illustration of a totally individualized instructional system is a multimedia course which includes units in arc welding, polystyrene plastic molding and concepts of electricity, for example. Each of these units included instruction, required laboratory work and self-evaluation by the student. The course units were intentionally selected because of the diversity of content and learning activity. Totally individualized instructional systems are not restricted to content which deals with acquisition of knowledge, as illustrated by the units in welding and plastic molding.

It is also possible that a teacher or group of teachers may develop a totally individualized course. This can probably be most economically accomplished in content areas where larger numbers of students enroll and where the individualized instructional unit can be used repeatedly.

There are several ways in which individualized instruction may be used for part of a course. The teacher can prepare materials for a course orientation that includes course objectives and outlines, safety procedures and administrative

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

details. Conventional means of individualizing instruction such as instruction sheets can be used to convey these ideas to students and may be supplemented with such media as slide-tape presentations.

Individualized instruction can be used for course enrichment. Supplementary instruction, such as remedial help for non-readers, can be presented. Special projects may serve a motivational purpose for advanced learners.

Individualized instruction can be used for laboratory work. Close-up photographs were used to show the step-by-step process of correctly grinding a tool bit. A slide projector and synchronized tape recordings have been used to teach disassembly of automotive electrical components. Tape recorded cassettes have been used to give feedback to the students from the teacher for such things as project notebooks and mechanical drawings. At one institution, teachers made single concept film loops and tape recordings to individualize instruction for their students.

Desirable Features--Based on what we know about the way in which individuals learn, there are several features of individualized instruction which are necessary or highly desirable. Knowing these, the teacher may then better select or plan individualized instructional sequences which will effectively accomplish learner objectives. Several questions may be helpful to the teacher.

Trainer Note: These should be available on prepared flip charts.

1. Does the instruction provide for knowledge of results to the learner?

   On the basis of this knowledge of results, the learner will make adjustments to perform a given task correctly. In addition, the reinforcement for correct performance becomes an incentive for the learner. Knowledge of results may be provided to the learner in several forms. A simple statement such as "that is correct" or "that is incorrect" is one form. In other cases, the learner internalizes the feedback process. S/he can learn to observe whether the results of his/her behavior produce correct outcomes. This can be facilitated by giving the learner a model for comparison. For example, a correctly made solder joint could serve as a comparison for students learning to solder.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	2. Does the instructional sequence allow the student to experience success? There is truth in the old adage "success breeds success." Since individuals tend to repeat those experiences which they find enjoyable, they are inclined to do again the things at which they succeed. The implication for individualized instruction is that the units should be structured so the student is assured of success in learning. Instructional sequences should begin with small steps. These should be arranged in order, so the learner can advance from those things that are basic to those which are more complex. As the learner finds success, this in itself will serve as reinforcement by relieving the tension of the learning situation. This, in turn, should help the student to develop confidence. 3. Are a variety of presentation modes used in instruction? The use of a variety of presentations seems to be justified, not because variety in itself is beneficial to learning or because the use of two communication channels will produce more learning than the use of one. However, because of learner differences and content differences, the use of a variety of presentation modes is recommended. Media appropriate to the content to be learned should be used with individualized instruction. If motion, as the flow of electrons, is important to learning the concept, the instruction should probably include motion pictures. Oversized or reduced photographs are often helpful to the learner in developing accurate concepts. Amplified sounds can be used to good advantage in some cases. Most students will probably learn the correct sound of the pulse for measuring blood pressure best by listening to pulse sounds. 4. Does the instruction provide for some form of active response by the learner? This response may be spoken, written or take some other form of action. The response may take the form of a simple "yes" or "no" answer or it may be considerably more complex. When learning manipulative skills, it is especially important that early practice be correct. It may be as easy for the learner to practice and develop an incorrect skill as to develop a correct skill. Therefore,

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

the instructional program should provide for the step-by-step advance of the student, and s/he should be required to actively participate in those learning steps. Without doing this, the learner can easily assume that s/he is capable of performing or that s/he understands without trying the task at hand and eventually have difficulty when s/he does try to perform the correct behavior.

5. Does the instruction provide for different rates of presentation?

   If they are hurried, slow learners tend to make errors. Conversely, fast learners often need to have the pace set for them so they don't waste time. An instructional system in which the speed of presentation can be adjusted will be adaptable to the needs of more learners.

6. Does the individualized instructional system provide for branching alternatives?

   This means that the instructional system would not force the learner to repeat those learnings s/he has already acquired. Branching alternatives make it possible to adjust for differences in background and capability of the student to learn. It allows the learner to skip those units of instruction which s/he gives evidence of knowing. Likewise, it provides for the repeat of instructional units where mastery has not been achieved with one attempt.

7. Does the instruction provide for periodic and spaced review?

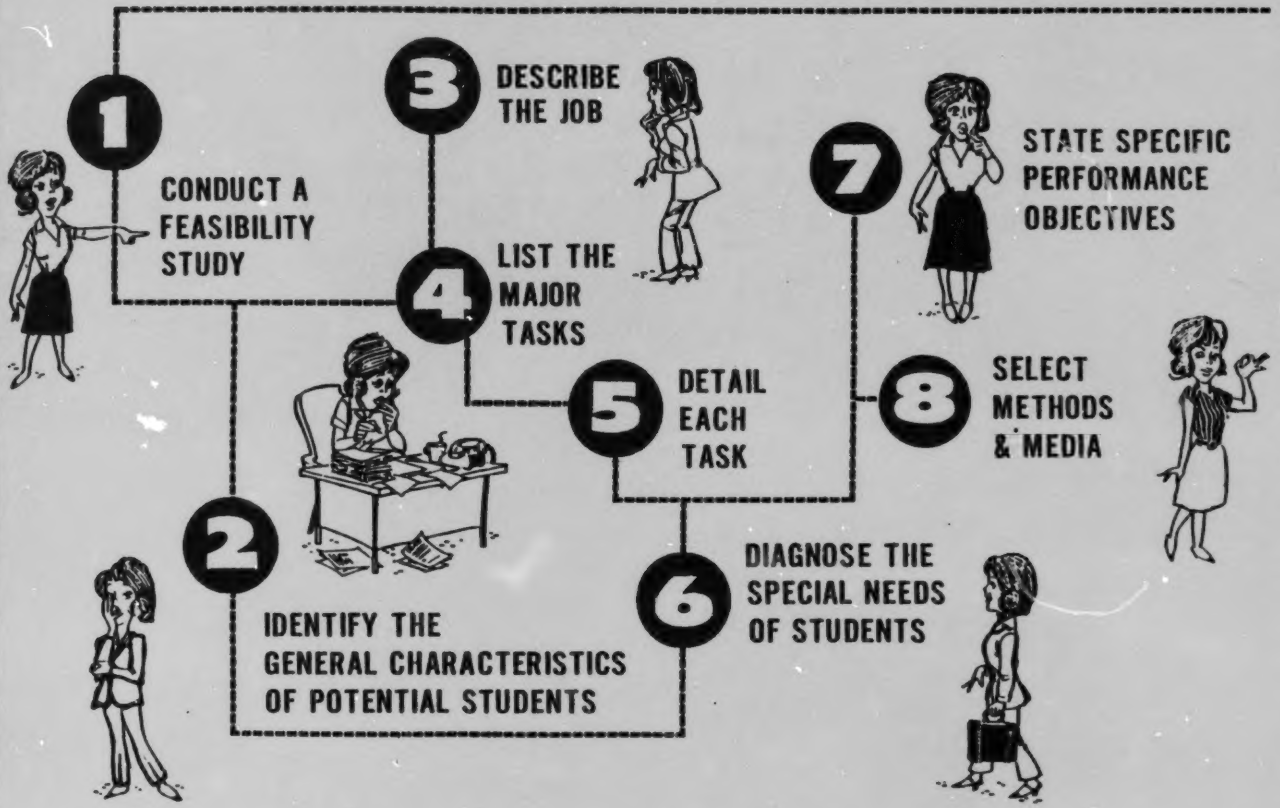
   The effect of learning can probably be retained longer if such reviews are provided. This will probably be accomplished by an instruction system which provides for the review of learning materials within a single instructional session. Subsequent reviews may be spaced increasingly further apart, forcing the student to recall what s/he has previously learned.

There is more that is not known than is known about the way in which people learn. Because of this there will continue to be considerable trial and error in individualizing instruction. However, there are some general guidelines for individualized instruction which the vocational teacher can use now.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	1. The task or job function to be learned should be divided into components which can be accomplished by the learner. 2. The capabilities of the learner, and particularly his/her past experience with the subject matter to be learned, should be assessed so the learner may begin the instructional program at a point commensurate with his/her prior knowledge. 3. Principles by which individuals learn should be used in planning and selecting individualized instruction.
10 Minutes	Large Group Discussion: Encourage questions from participants at this point. Let them identify realistic situations at their schools which may (or may not) lend themselves to the procedure outlined in lecturette.
10 Minutes	-Break-

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
60 Minutes	Lecturette: B, "Creating the Learning Package"
Transparency, "Planning the Competency Based Curriculum"	**Trainer Note:** Put on transparency, "Planning the Competency Based Curriculum" Transparency #21
Paper, pens Handouts, "Data on Student Needs" #7	Emphasize the fact that the idea of individualized instruction is inherent in the CBVE concept. Highlight each of the "eight" steps in the CBC design.
Handout, "Self-check" #8	● "I Conduct a Feasibility Study"
	This is simply the process of producing answers to three critical questions:
	-what is the present and future state of the local job market?
	-can the students expected to enroll in this course succeed in the occupations we intend to train them for?
	-can we adequately prepare our students for this particular occupation?
	When completed, the feasibility study gives you a signal, either to "go-ahead" or "slow-down, stop and reconsider." This step is essentially just the preliminary planning phase, and it occurs at the same time phase two or step two is happening.
	● "Identify the General Characteristics of Potential Students"
	For our purposes here, we are primarily concerned with our priority groups.
	Trainer Note: Remind participants that they have already looked at the aspect of learner characteristics in "Session III." Re-emphasize the point that every student is uniquely different, an individual.
	● "Describe the Job"
	Point out that they reviewed this step in the previous session also as the initial aspect of developing the instructional program.

PLANNING *the competency based curriculum*



1. CONDUCT A FEASIBILITY STUDY
2. IDENTIFY THE GENERAL CHARACTERISTICS OF POTENTIAL STUDENTS
3. DESCRIBE THE JOB
4. LIST THE MAJOR TASKS
5. DETAIL EACH TASK
6. DIAGNOSE THE SPECIAL NEEDS OF STUDENTS
7. STATE SPECIFIC PERFORMANCE OBJECTIVES
8. SELECT METHODS & MEDIA

Visual by: Marsh Dean, Link Educational Laboratories

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

- "List the Major Tasks"

  This step was also covered in the session dealing with the development of the instructional program.

- "Detail Each Task"

  Emphasize here that a continuation of the task analysis occurs by breaking down each one. In short, you are looking for answers to these questions:

  -what are the steps involved in the task?

  -in what sequence must these steps be taken?

  -which of the steps are the critical ones, the "success-or-failure" steps?

  -which of the steps involve safety hazards and what are the precautions required?

  -which of the steps require more than manual skill and dexterity?

- "Diagnose the Special Needs of Students"

  This phase specifically concerns itself with meeting the learner's needs, i.e., ensuring that in the design of the curriculum, the needs of the learner are taken into consideration. At all times in your instructional planning, you will want to consider what will motivate your students to get involved in their classroom and laboratory/shop work. Knowing your students' backgrounds and interests can help you whether you are making group assignments based on mutual interests, developing individual and group projects, drawing up concrete examples and stories to make a point during a lecture, etc. Basically, we can agree that needs and interests often overlap or are hard to separate. A student who needs to be with other people, who dislikes being alone, will probably have developed many interests in group activities and will enjoy working with other people. A student with well-defined occupational interests will need classroom and laboratory or shop experiences designed to develop his/her skills and knowledge in that area.

TIME; MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

Handouts #7 and #8

Trainer Note: Pass out handouts at this point and suggest that as they review the information, think of how it can be put to work in their own instructional planning.

- "State Specific Performance Objectives"

  Point out that this step was also covered in the session on planning the instructional program. Note for them that this step makes it possible to do two things:

  1. Plan how you will implement the instruction, and
  2. Look ahead into the future when you will need to evaluate the instruction.

- "Select Methods and Media"

  Ideally, when you enter a classroom armed with a completed lesson plan, you fully intend to

  -reach each student in the class

  -stimulate student interest

  -motivate each student to learn

  -give students information relevant to their real-world needs

  -achieve your lesson objectives

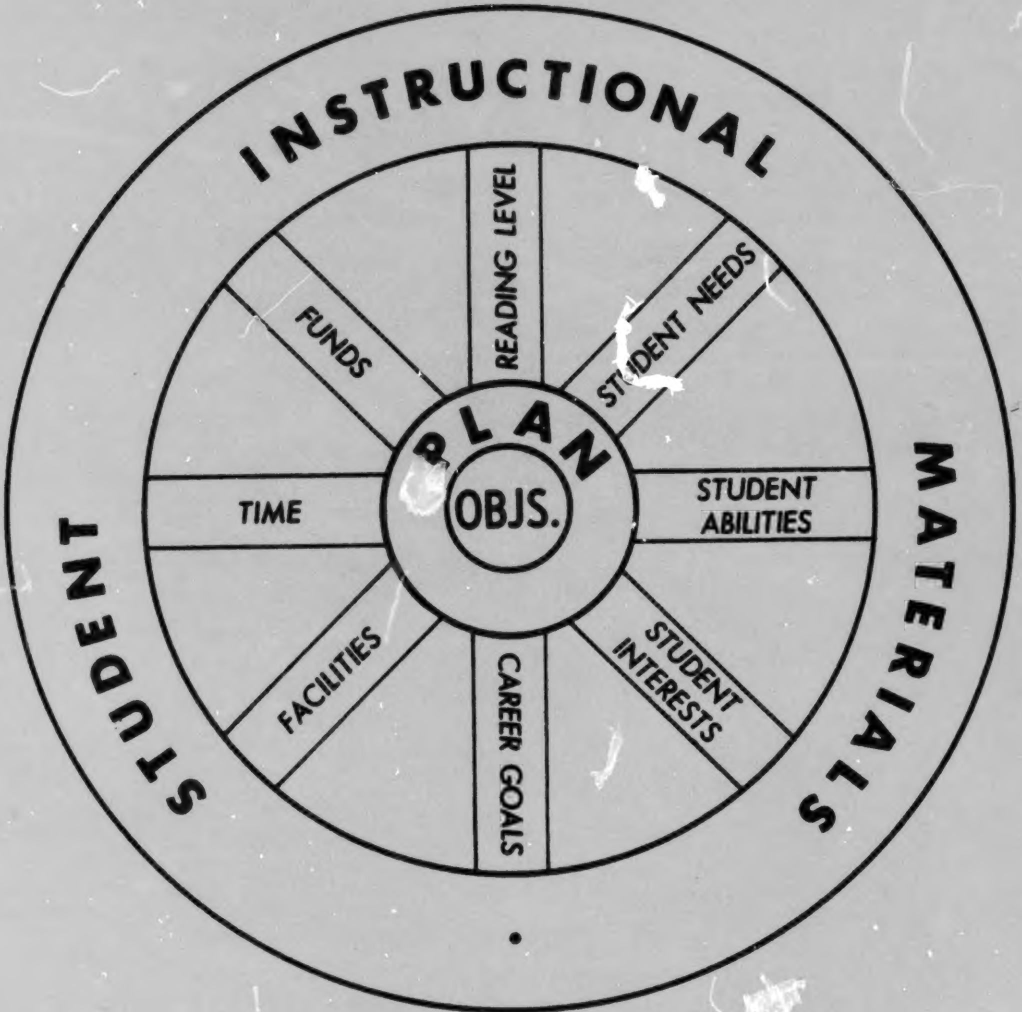
  If it's up to just you and the lesson plan, you will probably fall short of that ideal. A teacher can't always be stimulating, motivating, relevant and all things to all students. However, there is a wealth of help available to any teacher who will take a little extra time to look.

  This help comes in the form of instructional materials--materials to use, to read, to listen to, or to view. With instructional materials to support your lesson, you can meet the needs of students with varying reading levels or with varying levels of expertise in the subject matter involved. Furthermore, materials allow students to reinforce what they have learned in the lesson, especially if their senses are involved.

  In developing your skill in developing lesson plans, you probably learned that one part of the planning process is the selection of supporting materials.

Transparency # 22

Trainer Note: Show Transparency #22 here.


INSTRUCTIONAL
STUDENT
MATERIALS
PLAN
OBJS.
READING LEVEL
STUDENT NEEDS
STUDENT ABILITIES
STUDENT INTERESTS
CAREER GOALS
FACILITIES
TIME
FUNDS

The process for selecting student instructional materials begins with the objectives.

FROM: AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MEDIA
MODULE B-5 UNIVERSITY OF GEORGIA.

Data on Student Needs

As indicated earlier, student needs can be classified as physical, social, emotional, and educational. **Physical needs** have to do with the health of the students. Here are some questions that you may want to consider as you seek data related to physical needs. Is the student getting an adequate amount of undisturbed rest? Does she/he have an adequate diet for growth purposes, physical activities, and body structure? Has the student had professional dental examinations, eye examinations, general physical health examinations? Does he/she have adequate and safe housing? Does the student know about, and understand the importance of, safety devices when using equipment, machinery, and supplies in his/her environment?

Basically, **social needs** have to do with interpersonal relationships and group interactions. Here are some questions you may want to consider as you seek data related to social needs. Do family members take an active interest in the achievement of the student? Does the student participate willingly in group activities? Is his/her behavior accepted by peers? Does the student have a group of friends? Does the student participate in extracurricular activities at school and/or in the community? Of course, you must remember that although human beings are social creatures, each one varies in the amount and kind of social contacts needed. Do not generalize that everyone needs to join a certain number of clubs; the student may have social contacts of which you are unaware.

Emotional needs are closely associated with social needs, for emotional needs are satisfied through the socialization process. One should not, however, make sweeping generalizations about how people should interact. There are "loners" whose need for human interpersonal relationships is minimal. There are "socialites" who are overly dependent on human interpersonal relationships. Despite these healthy individual differences, there is information relating to those emotional needs common to most people that you will want to obtain. Can the student take a joke? Does he/she have a sense of humor? . . . a healthy outlook on life? Does he or she have frequent headaches or other health disturbances? Does he or she overact when disagreed with (e.g., cries, hits things, stomps out of the room)?

Data on **educational needs** is essential if students are to succeed in your classes. Therefore, you will need to accumulate data to answer the following questions. What does each student aspire to be? Does the student enjoy school work? Do the student's parents reinforce his/her educational achievements? What reading level has each student achieved? What mathematical concepts does each student possess? What study skills has each student mastered? If scientific principles or manipulative skills are associated with your occupational specialty, you would need to collect information on each student's level of ability in these areas.

From: American Association for Vocational Instructional Materials, University of Georgia

Handout #8-1

Data on Student Interests

Knowledge of student interests frequently can be put to good use when motivating students to undertake a learning task. The three categories of interests to be explored here are personal interests (e.g., collecting stamps), school interests (e.g., participating in sports), and occupational interests (e.g., holding a part-time job).

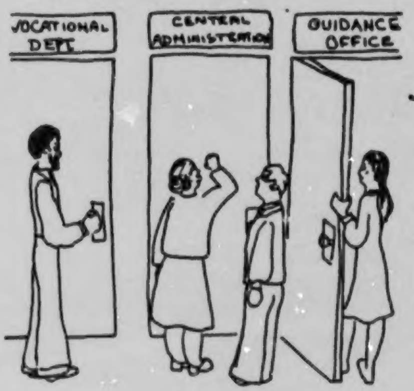
Personal interests usually develop as students explore the world around them. The broader the opportunities to explore, the broader their interests are likely to be. As people mature, they usually settle on a few major interests. Usually one can get at these personal interests by asking students about their hobbies. For example: If the student has a few spare moments after school or over the weekend, how does he/she spend them? Does he/she share this hobby(ies) with others? Does he/she ever place this hobby(ies) on exhibit?

School interests involve both the courses a student chooses to take, and the extracurricular activities in which he/she participates. You need to consider the following areas: What courses has the student completed? What courses is he/she presently enrolled in? What electives has he/she chosen to take? School interests also evidence themselves through students' choices of friends, and the clubs and sporting events in which they participate, etc.

Occupational interests involve any work-related preferences. What career has the student chosen, if any? What occupational areas hold the most interest for him/her? What are his/her long-range career goals and aspirations? What work experience has he/she had?

Locating Available Student Needs and Interests Data

Much of the student needs and interests data you will want to obtain are already available at your school. The three main sources of available data are the school's central administrative office, the guidance office, and the vocational department.



In the **central administrative and/or guidance office,** you can usually find some type of cumulative records for each student. These records contain varying amounts and kinds of information about the family background of students (generally, the home address, parents' names, marital status of parents, parents' occupations, and number of children in the family are recorded). From such information, you might gain perspective as to the sizes and kinds of families from which your students come, and you may be able to gain some insights into the common problems and concerns of individual students.

In these records, you will also probably find records of subjects taken; grades received in each subject; cumulative grade-point-averages; atten-

From: American Association for Vocational Instructional Materials,
University of Georgia

dance records, including reasons for absences; extracurricular activities; awards received; and, in some schools, standardized achievement test scores and anecdotal records. In addition, the cumulative records may contain records of students' standardized aptitude test scores, reading test scores, standardized interest inventory test results, personal preference scores, and vocational interest inventory test results. Counselors should be contacted for help in interpreting any of these test scores, if necessary, and for discussion of additional information you need about your students.

As indicated above, most teachers find that they can save themselves much effort if they go to school records as the first source of information. However, no amount of pertinent information serves a practical or reasonable purpose unless it is used intelligently. You must take care to treat the information you collect in the strictest confidence, releasing it only to appropriate personnel according to school policy and right-to-know regulations. In addition, you must **avoid prejudging** a student based on sketchy data or limited sources of information. Determining a student's needs and interests does not mean stereotyping him/her or setting up a "self-fulfilling prophecy" of failure or difficulty (e.g., expecting a student to fail, and creating a climate in which that expectation becomes a reality). It means gathering relevant data about the student from a variety of sources, and then remaining flexible and open enough to allow the student to be an individual who is more than a name on a folder or a score on a test.

Keeping in mind the importance of confidentiality, you may want to transfer the particular information you need from school records to your own class records in a form that will be more directly usable to you. For example, you may want to allow space in an overall class profile for specific family data, or you may wish to set up a card file or folder for each of your students. Using records that are already available is a wise procedure from two standpoints: (1) it helps you in organizing and interpreting generally accepted information for your particular use in program planning, and (2) it avoids duplication of effort on the part of both students and teachers in gathering information. Of course, these records should be kept in files (preferably locked) to which students do not have access.

In the **vocational department**, you may find that folders already exist for some of your students who have had exploratory courses in junior high school and/or in the ninth or tenth grades. Having this information can be valuable as you plan and teach your classes. For example, you may be able to determine what content students already have been taught, the experiences they have had in the laboratory, and how well each student achieved the objectives. You may also find a record of the job experiences each student has had.

Instruments and Other Techniques for Collecting Needs and Interests Data

While much data on students' needs and interests will be readily available, directly or indirectly, in school records, you may find that some information is either missing, or in need of updating, verification, or explanation. In determining students' occupational needs and interests, for example, you will probably have to go beyond examining the available records. By enrolling in your vocational program, a student already has indicated some degree of interest in your special occupational area. Casual conversation about how students spend their spare time will also generally reveal some of their vocational interests. A vocational teacher should remember that awareness must precede interest. Thus, students' initial interest in any occupational area may be very limited due to the minimal knowledge about and/or lack of first-hand experience with the jobs or positions with which your vocational area deals. Care must be taken to help a student explore a wide variety of occupational activities, so as to help the student make an informed occupational choice as he or she progresses through school. It is a teacher's responsibility to help broaden students' occupational interests before they select a career to pursue for job entry.

Other ways of determining occupational interests include use of various vocational interest inventories, visits to the students' homes, discussions with parents, and observation of students during periods when they are free to choose activities which interest them. Laboratory activities, especially when students are given an opportunity to choose projects or work activities of personal interest, often give some indication of a student's occupational interests. A repeated desire by a student, for example, to construct various metal projects using the electric arc or oxyacetylene welder may suggest a strong interest and possibly a high aptitude as well for mechanical work and construction-type activities.

Standardized Tests

We said earlier that school records in the central office or guidance office may contain standardized test scores (general ability tests, aptitude tests, general interest surveys, vocational interest inventories, etc.) Such tests can give you insight into your students' educational needs and general occupational interests. If these scores are missing, or if you think the information may need updating (e.g., information on your students' reading abilities), you may want to make arrangements through the guidance office to have one or more of these standardized tests administered. Three such recommended tests are the **General Aptitude Test Battery (GATB)**, the **Ohio Vocational Interest Survey (OVIS)**, and the **Kuder Personal Preference Scale.** The GATB is divided into separate tests that measure general learning ability (B), verbal ability (V), numerical aptitude (N), spatial aptitude (S), form perception (Q), motor coordination (K), finger dexterity (F), and manual dexterity (M). Standardized vocational interest surveys such as the OVIS and Kuder are designed to help students identify and understand their interests and preferences for particular activities. From these preferences, a diagnosis can be made of the occupations which most closely match their interests.[1]

Questionnaires and Checklists

Sometimes the students themselves are the best source of information on their needs and interests. For example, when you want to know how students spend their spare time, or if you want to check their perception of their needs and interests against those revealed in standardized tests, it makes sense simply to ask them. There are two ways you can obtain such information: (1) holding informal discussions with students, and (2) administering simple questionnaires and checklists which you locate or develop yourself. In a questionnaire, you could ask students to respond to such questions as—

1. What do you see yourself doing five years from now?
2. What magazines do you read regularly?
3. What is the name of the last book you read?
4. What types of books do you most enjoy reading?
5. What was your favorite subject in elementary (junior high, high) school?
6. Why did you enroll in this course?

If, in answer to the first question, a student answers, "driving my Mercedes Benz to my job at the gas station," he/she may need help in planning more realistically (unless other information about the student tells you the Mercedes is a distinct possibility). If most of the class voluntarily reads the same magazine, this could give you some insight into the kinds of things that interest them. If a student's favorite subject is in an area totally unrelated to your program, you would probably want to explore further why the student is in your course, or why he/she did not choose a program related to the favorite course he/she identified.

Samples 1 and 2 are examples of checklists you can locate or develop to determine students' felt needs and interests. Sample 1 asks students to make a choice between two items or activities. Sample 2 was developed to get at needs relating to attitudes and practices important to success in allied health occupations.

Discussions with Students, Parents, and Other Staff Members

Sometimes simply encouraging students to discuss their needs and interests can give you useful information not revealed in school records. This is especially true if some data you have obtained needs further explanation. For example, if the student's cumulative folder lists no extracurricular activities, or you want to find out whether a student has had any leadership responsibilities in the clubs or organizations listed, discussion with the student would be a good way to get further information. To get to know your students better, you could talk about hobbies, what they did over summer, what they like to do in their spare time, what kind of books they enjoy reading. You might later want to record any information on needs and interests in the cumulative folder of the student(s). If possible, you may want to set aside half an hour before and after school so students

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[1] Further information on the variety of standardized tests available, and the information on students' needs and interests they can give, is available in Module F-1, *Gather Student Data Using Formal Data-Collection Techniques.*

can come to talk with you or work on their projects. This less formal atmosphere is more conducive to getting to know your students' needs and interests.

Especially if you are teaching at the secondary level, some information can best be obtained through interviews with students' parents, peers, or with other staff members such as other teachers, the guidance counselor, or the school nurse. Through such discussions, you might gain insight into how the student gets along with friends or others outside the school environment, or the reasons for low grades in certain subjects. The need for an explanation of an item in an anecdotal record, or help as to activities that have motivated a student or class, might also prompt you to hold formal and/or informal discussions with persons other than the students themselves. In talking to a student's peers, you should of course be careful not to ask personal questions, or to set up a situation in which the peer becomes an "informer."

To summarize, you will want to gather information on your students' needs and interests to help you in your instructional planning. Much data is usually available in school records in the central office, guidance office, and vocational department. If necessary, you can arrange to have standardized tests administered, and you can use questionnaires and checklists to obtain additional information. Informal discussions with students, their peers, parents, and other teachers can also provide insights to students' needs and interests.

CUMULATIVE RECORDS

Optional Activity

For further information on the rationale for collecting data on students' needs and interests, the kinds of data one should collect, and the means by which it can be collected, you may wish to read Tyler, *Basic Principles of Curriculum and Instruction*, pp. 5–16; and/or Sylvius and Curry, *Teaching Successfully in Industrial Education*, pp. 13–30.

Optional Activity

You may wish to arrange through your resource person to meet with an experienced teacher in your occupational specialty to discuss further the rationale and procedures for determining the needs and interests of students. Specifically, you could discuss (1) why it is important to have such data, (2) how this teacher collects the data and organizes it in usable form, and (3) the uses to which he/she puts the data in planning units, lessons, and learning activities, and in selecting teaching techniques.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Any material that you consider using must be previewed. Even if your supervisor suggested its use and guaranteed its superiority, it may not fit your particular situation as defined by your objectives, your students and your constraints. In addition to checking the quality and relevance of the material, a preview session gives you time to become familiar with the material and to prepare questions about it to use during class to lead class discussion. When you are previewing materials, the kinds of questions you should be answering are based, in part, on certain constraints and, in part, on some characteristics of the lesson content itself: -Does the content match my lesson objective(s)? -Will the material fit with the instructional method(s) I planned to use? -Is the content up to date?...totally?...In part? -Is the content logically sequenced? -Is the material appropriate for the grade level of my students? -Can each of my students handle the vocabulary used? -Will this material motivate each of my students? -Is this material geared to the abilities, needs and interests of all my students? Some of my students? -Will this material fit into my time constraints? -Do I have access to the equipment (projector, tape deck, etc.) necessary to use this material? Is it in good operating condition? -Do I have the facilities necessary to use this material effectively? -Do I have access to the funds necessary to purchase or rent this material? -Is the material well produced technically? (Is the film's sound clear and audible? Is the print in the text easy to read?) -Does the material have validity? (Does the author or producer indicate that it has been proven that it will do what it is intended to do?)
Transparency #23	**Trainer Note:** Show transparency of these characteristics

SELECTING AND PREVIEWING MATERIALS

- DOES THE CONTENT MATCH MY LESSON OBJECTIVE(S)?
- WILL THE MATERIAL FIT WITH THE INSTRUCTIONAL METHOD(S) I PLANNED TO USE?
- IS THE CONTENT UP TO DATE?.....TOTALLY....IN PART?
- IS THE CONTENT LOGICALLY SEQUENCED?
- IS THE MATERIAL APPROPRIATE FOR THE GRADE LEVEL OF MY STUDENTS?
- CAN EACH OF MY STUDENTS HANDLE THE VOCABULARY USED?
- WILL THIS MATERIAL MOTIVATE EACH OF MY STUDENTS?
- IS THIS MATERIAL GEARED TO THE ABILITIES, NEEDS AND INTERESTS OF ALL MY STUDENTS? SOME OF MY STUDENTS?
- WILL THIS MATERIAL FIT INTO MY TIME CONSTRAINTS?
- DO I HAVE ACCESS TO THE EQUIPMENT (PROJECTOR, TAPE DECK, ETC.) NECESSARY TO USE THIS MATERIAL? IS IT IN GOOD OPERATING CONDITION?
- DO I HAVE THE FACILITIES NECESSARY TO USE THIS MATERIAL EFFECTIVELY?
- DO I HAVE ACCESS TO THE FUNDS NECESSARY TO PURCHASE OR RENT THIS MATERIAL?
- IS THE MATERIAL WELL PRODUCED TECHNICALLY? (IS THE FILM'S SOUND CLEAR AND AUDIBLE? IS THE PRINT IN THE TEXT EASY TO READ?)
- DOES THE MATERIAL HAVE VALIDITY? (DOES THE AUTHOR OR PRODUCER INDICATE THAT IT HAS BEEN PROVEN THAT IT WILL DO WHAT IT IS INTENDED TO DO?)

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Once you have determined (1) what you wish to accomplish, (2) the needs, interests and abilities of your students, and (3) the constraints of time, money, equipment, and facilities, you can begin to look for the instructional materials which can help you to accomplish your goals within those limits and constraints. The following is a list of many of the instructional materials you might mention to the group:

Written Material:

- Textbooks
- Supplementary texts
- Handbooks
- Periodicals
- Pamphlets
- Programmed materials
- Reference books
- Documents
- Clippings

Hardware:

- Equipment
- Tools
- Machinery
- Computers

Audiovisual Aids

- Films
- Filmstrips
- Single concept film loops
- Television
- Radio
- Records
- Tapes, reel-to-reel or cassette
- Pictures, drawings, paintings
- Slides, slide-tapes
- Videotapes, Audiotapes
- Transparencies
- Microfilms
- Maps, globes
- Graphs, charts, diagrams
- Models, mock-ups
- Posters
- Collections, specimens
- Actual objects
- Flannel boards
- Chalkboards
- Magnetic boards
- Flip charts

Trainer Note: Show Transparency #24 "Instructional Materials"

INSTRUCTIONAL MATERIALS

Written Material:

- TEXTBOOKS
- SUPPLEMENTARY TEXTS
- HANDBOOKS
- PERIODICALS
- PAMPHLETS
- PROGRAMMED MATERIALS
- REFERENCE BOOKS
- DOCUMENTS
- CLIPPINGS

Hardware:

- EQUIPMENT
- TOOLS
- MACHINERY
- COMPUTERS

Audiovisual Aids:

- FILMS
- FILMSTRIPS
- SINGLE CONCEPT FILM LOOPS
- TELEVISION
- RADIO
- RECORDS
- TAPES, REEL-TO-REEL OR CASSETTES
- PICTURES, DRAWINGS, PAINTINGS
- SLIDES, SLIDE/TAPES
- VIDEOTAPES, AUDIOTAPES
- TRANSPARENCIES
- MICROFILMS
- MAPS, GLOBES
- GRAPHS, CHARTS, DIAGRAMS
- MODELS, MOCK-UPS
- POSTERS
- COLLECTIONS, SPECIMENS
- ACTUAL OBJECTS
- FLANNEL BOARDS
- CHALKBOARDS
- MAGNETIC BOARDS
- FLIP CHARTS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	There are a number of sources for these instructional materials. You can check books and periodicals at the school library, the town library, a university library, or a district resouce center. There you can find educational texts and periodicals which often include suggested materials for specific topics. Trade catalogues, publishers' catalogues offer other sources of information about educational instructional media and materials they have produced. Colleagues in your service area, the area supervisor or the district supervisor can usually give very specific suggestions, particularly concerning materials in your service area or locally-produced materials. If you are looking for materials for demonstration purposes or student use such as hardware (tools and machinery) or software (consumables such as lumber, flour, typing paper, or nuts and bolts), you need to check a few additional items. These materials should be the same as those which the students would be expected to use on the job. They should be in good operating condition. With consumables, enough must be supplied to allow for a number of restarts or wastage. The degree of student participation will also indicate to you how much material or how many tools and machines you will have to have available. For example, it takes only one tool if students are to watch the teacher demonstrating a skill, but more tools are required if each student is to perform the skill independently. Once you have previewed your initial selections, you are ready to decide which selections are appropriate and which are not. If necessary, you may have to do more searching and previewing in order to obtain the most appropriate materials. When you have made the final selection of the student instructional materials you will use for the lesson, you are ready to present your lesson as planned, making the materials available to the students. There is, however, one last thing to remember. When you decide to teach that lesson again to another class, your materials have to be reviewed and re-evaluated based on the new set of conditions: (1) different students with different needs, interests and abilities; (2) slightly different objectives; (3) different limits of time, equipment or facilities; and (4) if time has passed, the

availability of more up-to-date materials. However, not all of your needs may be met by existing resources; it may be necessary or preferable at times to use teacher-made materials.

Trainer Note: At this juncture, discuss the area of teacher made materials. Highlight this aspect of creating the learning package by emphasizing the following.

Lesson plans should be supported and can be enhanced by a variety of well-selected student instructional materials, chosen with your students' needs, interests and abilities in mind. Often there are many excellent ready-made student instructional materials from which to choose. However, there will be times when the uniqueness of your teaching style or methods, or the uniqueness of your lesson objectives will require the use of materials which do not exist or do not exist in the form you require.

To meet those situations, you need to be able to develop and/or reproduce the necessary student instructional materials yourself, or with the help of your students.

For our purposes here, teacher-made instructional materials are defined as materials planned and/or prepared by the teacher, often with the help of students. Although teacher-made materials could include such items as models, slide-tapes, videotapes, or bulletin board materials, we are concerned at this point with two basic types of materials: handouts and transparencies. Handouts are those duplicated or printed materials that are given to students for their study and reference. Transparencies are the acetate illustrative materials used with the overhead projector to present information.

Carefully selected instructional media and materials can

-provide concrete experiences

-motivate and arouse interest,

-increase retention

-develop continuity of thought

-provide variety in learning

-provide experience not otherwise easily obtained

-make better use of instructional time

Handout #9

Trainer Note: Pass out Handout #9

Handout #9

Preparing Transparencies and Handouts

Transparencies

- Transparencies **illustrate** and/or **emphasize** a point being made by the teacher; they do not substitute for the teacher.
- Keep the transparency simple. Preferably, a transparency should deal with only one main point. Too much detail or information on one transparency is distracting and confusing rather than enlightening.
- Avoid masses of black area, especially with photocopy. It will not show up as solid black, but as blotchy.
- Put only 6–7 words per line.
- Put only ten lines or less on a single transparency.
- Do not overuse color.
- Lettering should be large enough to be read easily by students in the last row (minimum size ¼ inch).

To simplify a transparency which is, of necessity, complicated (e.g., the internal workings of the human body), overlays may be used. This is a **series** of transparencies, each containing a simple portion of the whole. Used one at a time, they are each simple. Placed one over the other, they show the whole system, and the relationship of the simple parts to the whole system. Take, for another example, a transparency used in support of a lesson on normal and abnormal heartbeats. The basic mounted transparency could be the graph without any data. The first overlay could show the pattern of a normal heartbeat. The second overlay could show the pattern of an abnormal heartbeat. A different color could be used for each transparency. In this way, simplicity can be maintained.

Transparencies can be prepared by hand using a special nylon- or felt-tip pen containing water base ink. These are not generally very high in quality.

The simplest way to prepare a transparency by machine is to use an infrared photocopier. The master for the infrared photocopier must have a carbon impression. Therefore, if your master does not contain carbon, you can remedy this by preparing a xerographic photocopy of the master and then using the photocopy as a master. Directions for using the infrared photocopier to run a transparency are given in the operations manual for the machine.

Handouts

The quality of handouts may vary depending on their purpose. Generally speaking, using a xerographic photocopier produces the most professional-looking copies—then mimeographing, then dittoing, then using the infrared photocopier. The xerographic photocopier is also the most expensive, so duplicating large quantities by this method must be carefully justified. Stencils take time and care to prepare, but they save well and can be reused year after year. Typewritten or handwritten ditto masters are fairly simple to prepare; the quality of the copies is adequate, but not professional-looking. Infrared photocopies don't hold up well and this is a more expensive process. However, the infrared photocopier will make ditto masters. This means that if you have a magazine article, or a single copy of information, you can use the infrared photocopier to prepare a ditto master of the material. Then, the material can be duplicated on the ditto machine.

No matter what method you choose, the handouts you give to your students should be clear, logical, straightforward, concise, error free and, above all, legible.

From: American Association for Vocational Instructional Materials, University of Georgia

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
10 Minutes Handout #10 Case studies	Exercise: Divide the group into pairs. Ask them to read the four case studies and critique each of them in terms of the effectiveness or ineffectiveness of the teacher's approach. Keep the group aware of the time allotted. When they have completed the critiques, ask participants to compare them by having each pair read their responses.
25 Minutes Paper, pens Transparencies Handouts	Lecturette: C, "Adapting Instructional Materials" Although the traditional definition of curriculum is a sequence of course offerings, we should consider curriculum in a broader sense. In addition to course offerings, the curriculum of a school includes textbooks, other instructional strategies, teaching procedures and techniques. Effective instructional plans require teachers to use multicultural instructional materials along with a wide variety of instructional techniques and strategies. The curriculum must be both well organized and flexible. Instructional techniques that are extremely effective for one student or group of students may not work for others. Multicultural instructional materials are most important in ensuring effective instruction. The importance of nonbiased multicultural instructional materials to both positive race relations and effective teaching has been emphasized by experts and upheld in the research. The self-fulfilling effects of textbook stereotyping on the attitudes of students have been well documented (Jackson, 1944; Litcher and Johnson, 1969; Roth, 1969; Lachat, 1972; Forehand and Ragosta, 1976; Genova and Walberg, 1980; System Development Corporation, 1980). Students' attitudes and perceptions are affected by the images they see in instructional materials. If minority students can find only a few characters like themselves and those are in stereotyped roles, they perceive themselves as less important and less worthy than others. For majority students, stereotypes of minority group members can be strengthened by the limited images presented in the instructional materials. Thus, stereotyped images in biased instructional materials affect members of both minority and majority groups. Although textbooks have improved somewhat in recent years, Thomas (1981) cites a 1980 report from the U.S. Commission on Civil Rights documenting that in many books white boys still dominate, white girls still cry a lot, minority boys must still overcome all odds before they can be accepted and minority girls still do not exist.

The following Case Studies describe how four vocational teachers prepared and duplicated teacher-made materials for their classes. With the criteria for selecting the best method of reproducing materials in mind, read the situations described.

CASE STUDIES

Case Study 1:

Mrs. Jones, the home economics teacher, wanted each of her students to make one dozen chocolate chip cookies. She wanted to give each student a copy of the recipe, so she took her personal copy and made a xerographic photocopy for each of her 60 students.

Case Study 2:

The students in horticulture wanted to sell the Easter lilies they were raising. They decided to advertise by preparing a handout to give to each of the school's 5,000 teachers, students, and other staff. One of their teachers, Mr. Mudd, agreed with their idea and offered to help them. He prepared a beautiful stencil explaining the sale, complete with a sketch of an Easter lily. He ran off 5,050 copies on the mimeograph machine using varied colored paper and arranged with the office for the handouts to be distributed. The duplicating bill could be paid from the proceeds of the sale.

Case Study 3:

While he was reading *Popular Mechanics* after school one day, Mr. Jameson, a T&I teacher, came across a ten-page article which would supplement the next day's lesson perfectly. It gave diagrams and pictures and explanations of some up-to-the-minute developments. Due to the nature of the material, he used the original article as a master and used the infrared photocopier to prepare the 30 copies he needed for his class. Then, he put them in his car and went to meet his wife at the pool for a swim before supper.

Case Study 4:

Mr. Quinn, the business and office education teacher, was teaching a lesson on typing business letters. One member of the class, a transfer student, had in her notebook a two-page mimeographed guide for typing business letters that she had gotten at her last school. Mr. Quinn had two of his students make xerographic photocopies of the mimeographed sheets, run another ditto master on the infrared photographer, and then run enough dittoed copies for the class to use that same period.

BELOW IS A CRITIQUE FORM WITH SPACE PROVIDED FOR YOU TO PREPARE A WRITTEN CRITIQUE OF EACH OF THE FOUR CASE STUDIES. EXPLAIN IN THE SPACE PROVIDED (1) WHAT THE TEACHER DID CORRECTLY, (2) WHAT THE TEACHER DID INCORRECTLY, AND (3) WHAT THE TEACHER SHOULD HAVE DONE INSTEAD.

CRITIQUE FORM

CASE STUDY 1:

CASE STUDY 2:

CRITIQUE FORM (CONTINUED)

CASE STUDY 3:

CASE STUDY 4:

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Myra and David Sadker (1982) in their work on bias in instructional materials have identified six common forms of bias.
Transparency #25	Trainer Note: Show transparency here. Generate a discussion around each form of bias.

The Forms of Bias in Curriculum Materials

Invisibility: Certain groups are underrepresented in curricula materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance and significance in our society.

Stereotyping: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests and full potential.

Imbalance/Selectivity: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles and participation of women and minorities in our society.

Unreality: Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand and perhaps some day conquer the problems that plague our society.

Fragmentation/Isolation: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream.

Linguistic Bias: Curricular materials reflect the discriminatory nature of our language.

THE FORMS OF BIAS IN CURRICULUM MATERIALS

INVISIBILITY: CERTAIN GROUPS ARE UNDERREPRESENTED IN CURRICULA MATERIALS. THE SIGNIFICANT OMISSION OF WOMEN AND MINORITY GROUPS HAS BECOME SO GREAT AS TO IMPLY THAT THESE GROUPS ARE OF LESS VALUE, IMPORTANCE AND SIGNIFICANCE IN OUR SOCIETY.

STEREOTYPING: BY ASSIGNING TRADITIONAL AND RIGID ROLES OR ATTRIBUTES TO A GROUP, INSTRUCTIONAL MATERIALS STEREOTYPE AND LIMIT THE ABILITIES AND POTENTIAL OF THAT GROUP. STEREOTYPING DENIES STUDENTS A KNOWLEDGE OF THE DIVERSITY, COMPLEXITY AND VARIATION OF ANY GROUP OF INDIVIDUALS. CHILDREN WHO SEE THEMSELVES PORTRAYED ONLY IN STEREOTYPIC WAYS MAY INTERNALIZE THESE STEREOTYPES AND FAIL TO DEVELOP THEIR OWN UNIQUE ABILITIES, INTERESTS AND FULL POTENTIAL.

IMBALANCE/SELECTIVITY: TEXTBOOKS PERPETUATE BIAS BY PRESENTING ONLY ONE INTERPRETATION OF AN ISSUE, SITUATION OR GROUP OF PEOPLE. THIS IMBALANCED ACCOUNT RESTRICTS THE KNOWLEDGE OF STUDENTS REGARDING THE VARIED PERSPECTIVES THAT MAY APPLY TO A PARTICULAR SITUATION. THROUGH SELECTIVE PRESENTATION OF MATERIALS, TEXTBOOKS DISTORT REALITY AND IGNORE COMPLEX AND DIFFERING VIEWPOINTS. AS A RESULT, MILLIONS OF STUDENTS HAVE BEEN GIVEN LIMITED PERSPECTIVE CONCERNING THE CONTRIBUTIONS, STRUGGLES AND PARTICIPATION OF WOMEN AND MINORITIES IN OUR SOCIETY.

UNREALITY: TEXTBOOKS FREQUENTLY PRESENT AN UNREALISTIC PORTRAYAL OF OUR HISTORY AND OUR CONTEMPORARY LIFE EXPERIENCE. CONTROVERSIAL TOPICS ARE GLOSSED OVER AND DISCUSSIONS OF DISCRIMINATION AND PREJUDICE ARE AVOIDED. THIS UNREALISTIC COVERAGE DENIES CHILDREN THE INFORMATION THEY NEED TO RECOGNIZE, UNDERSTAND AND PERHAPS SOME DAY CONQUER THE PROBLEMS THAT PLAGUE OUR SOCIETY.

FRAGMENTATION/ISOLATION: BY SEPARATING ISSUES RELATED TO MINORITIES AND WOMEN FROM THE MAIN BODY OF THE TEXT, INSTRUCTIONAL MATERIALS IMPLY THAT THESE ISSUES ARE LESS IMPORTANT THAN AND NOT A PART OF THE CULTURAL MAINSTREAM.

LINGUISTIC BIAS: CURRICULAR MATERIALS REFLECT THE DISCRIMINATORY NATURE OF OUR LANGUAGE.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Linguistic bias can take many forms and is often the most subtle form of race bias. We tend to be unaware of the fact that some words and phrases represent a particular perspective and distort the understanding of the reader. The use of the word "victory," for example, to describe a battle between Native Americans and whites when the Native Americans were defeated, and the word "massacre" to describe those battles won by Native Americans is a form of linguistic bias. Additionally, it is not uncommon to see adjectives asserting that a particular individual is different from the stereotyped image of the minority group to which he or she belongs, e.g., the qualified Black applicant or the well-dressed Mexican-American. These forms of linguistic bias are both subtle and pervasive and can have a severely negative impact on the aspirations and achievement of minority students.

Sexist language is equally as bias and has prevailed in most written materials for years. If a female student only sees references to "he" and "his" in the electrical shop text or manual, she gets a subtle message that only males are to do such work.

Trainer Note: The focus of the lecture shifts here.

It's impossible to address the issue of instructional adaptation without also pointing out the importance of instructional strategies, as this is of paramount importance to student achievement.

Analysis of the research has indicated that some instructional strategies are more effective than others in improving student learning. Four dimensions of teacher behavior have been identified as affecting how students learn: the use of instructional time, questioning techniques, classroom atmosphere, and feedback and reinforcement techniques.

While it may seem obvious, research has confirmed that student learning increases when teachers focus on academic goals and involve students in the learning process (Bloom, 1980). In addition, the amount of time spent on learning tasks is a key variable affecting classroom learning. Since more time on tasks produce more gains, attention should be focused on increasing instructional activities that lead to learning (Stallings, Needels and Stayrook, 1979; Stallings, 1980; Levin and Long, 1981). For many years, educators have known that students learn in different ways. To meet the learning needs of all students, teachers must use a variety of instructional techniques (Hunter, 1979).

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Teachers often direct their questions toward those students who appear to be involved in the lesson. Students who do not wish to answer have learned to look puzzled or look away (Good and Brophy, 1969 and 1971; Good, 1970). Yet in order to increase learning, teachers need to involve all students in the learning process (Brophy, 1979; Hiller, 1974). Teachers often direct simple recall questions to students considered low achievers while addressing higher order questions to those considered high achievers (Good, 1970). In this way, high achievers have their thinking expanded, an important skill for all students, while low achievers continue to field the less challenging questions (Mayer, 1975). Researchers have found that teachers do not wait a sufficient amount of time after stating a question, especially if the response requires thinking processes beyond immediate recall. If teachers increase this "wait time" to five seconds (called "lapse time" by other researchers such as Atwood and Stevens, 1976) students have greater opportunity to formulate an answer (Rowe, 1969 and 1978). When students do not respond immediately, teachers rephrase the question or ask probing questions to stimulate thinking for high but not low achievers. Treating low achievers similarly can help them to focus on the material and further involve them in the learning process (Baker and Snow, 1972; Good and Brophy, 1973). Teacher expectations set up self-fulfilling prophecies. Teachers must believe that every student has the potential to learn, and instruction should be based on the identified needs of each student rather than on stereotypes based on race, color, sex, or socioeconomic level. While the classroom atmosphere should emphasize academic achievement, the environment should also be relaxed and supportive (Rosenthal and Jacobson, 1968; Good, 1981). Feedback is critical if students are to be aware of their progress. Praise should be sincere and specific rather than routine and generalized. It is particularly appropriate when students may not realize their accomplishments. Criticism should also be specific, and the student provided an opportunity to correct mistakes (Levin and Long, 1981). Teachers should concentrate on the type of praise rather than the frequency (Brophy, 1981; Stallings, 1976).

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

The major findings of these research studies are the following:

The use of instructional time	• Focusing on academic goals • Emphasizing time on task • Promoting extensive content coverage as well as high levels of student involvement in the learning process • Utilizing different models and strategies with different students
Questioning techniques	• Directing questions to specific students rather than to volunteers • Increasing wait time to five seconds, especially if the student is being asked to reorganize facts, interpret information or form opinions • Rephrasing questions when students do not answer • Addressing different levels and types of questions to students at all achievement levels
Atmosphere	• Establishing a task-oriented, relaxed environment • Behaving as if every student has the potential to learn
Feedback	• Utilizing sincere praise to encourage and reinforce learning • Monitoring student progress and providing regular instructional feedback

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Lecturette C: continued
	Some of the instructional materials you have been using in your regular vocational classroom may not be appropriate for priority students or students with special learning problems. If you have a competency-based curriculum with clearly defined objectives and instructional units, you can identify the areas in which students are having problems and focus on adapting the materials pertaining to those specific areas. Modifying materials which are used in the regular class is advantageous in that all students use essentially the same materials.
	In many cases, adapting the format of the instructional materials is appropriate. For example, if your primary materials are print and you have a visually impaired student, you will need an audiotape or Braille transcription of these materials. Descriptions of pictures should be included in the transcriptions. If the student's visual impairment makes it possible, enlarge diagrams or charts or simplify pictures. If you have a hearing impaired student, provide a set of lecture and discussion notes. When viewing films, select captioned ones or provide an interpreter. Focus on visual rather than verbal instruction whenever possible.
	Many special needs learners, particularly learning disabled, hearing impaired and retarded students have significant language and reading problems. They may have trouble processing written information. Most high school textbooks have not been written for students with learning problems.
	The following modifications can help to amplify or focus learning from regular texts and lectures:
	• Prepare study outlines or summarize important information from texts or lectures • Provide a vocabulary list to accompany the text or lecture • Use pictorials to describe concepts, vocabularies, information, and techniques for performing tasks.
	The following example provides a study set, outline, vocabulary, and questions--written to accompany and amplify a regular high school text.
Handout #11	**Trainer Note:** Pass out Handout #11 at this point.

EXAMPLE
A STUDY SET

THE HOWS AND WHYS OF COFFEE BREWING

(This study set was developed to accompany a lesson of the same title in ELEMENTS OF FOOD PRODUCTION AND BAKING; Bobbs-Merrill Educational Publishing Co., 1971.)

New Vocabulary

Coffee
Decaffeinated
Drip or Urn Grind
Fine or Vacuum Grind
Regular Grind

The Hows and Whys of Coffee Brewing

A. Coffee
    Use fresh coffee
B. Storage
    Store coffee in a cool, dry place
C. Grind
    Use the right grind for your equipment
D. Water
    Use pure water
    Water temperature should be near 200°F when it reaches coffee grounds
E. Brewing in an urn
    Measure carefully
    Use two gallons of water to one pound of coffee
    Spread fresh drip grind coffee in the filter
    Pour fresh boiling water over the coffee
    Remove filter when water has dripped through

Questions

1. Why is accurate measurement important in brewing good coffee?

2. Should you boil coffee? Why?

3. Is the grind of the coffee important? Why?

TIME; MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

Sometimes the regular instructional materials need to be rewritten or new materials developed to facilitate learning among students with language, learning and/or reading problems. These guidelines can help you rewrite or develop instruction appropriately:

- Break instruction into small, discrete chunks
- Use specific vocabulary, grammar and concepts
- Use supporting media, particularly pictorial support
- Avoid idioms
- Provide opportunities for practice and repetition; the following provide examples taken from a regular high school text, rewritten according to the above guidelines.

Handouts #12 & 13

Trainer Note: At this point, hand out the examples of instructional materials being adapted.

Right here, we want to emphasize the business of adapting teaching strategies. If you wanted to learn to graft a fruit tree cutting, you could read a book on the subject, attend a lecture, watch a demonstration, talk with a person who grafted cuttings, watch a slide set, filmstrip, or film about it, listen to a radio program or tape, experiment on your own--or any combination of methods; another person may have a different preference or learning style. Each individual student will have his or her own learning styles for specific tasks, and may learn most comfortably and efficiently with different teaching strategies in different situations.

To best meet the special needs of your students, you may do prescriptive teaching. Prescriptive teaching, in part, means matching the teaching strategy to the student's learning style. The I.E.P. and team assessment provide some information about appropriate strategies for a particular student; and, of course, you may ask the student his or her preferences. Appropriate teaching strategies may vary for the student depending on the kind of material s/he is learning. Therefore, it is a good idea to try several teaching strategies, particularly if the student is having difficulty mastering the material or objective.

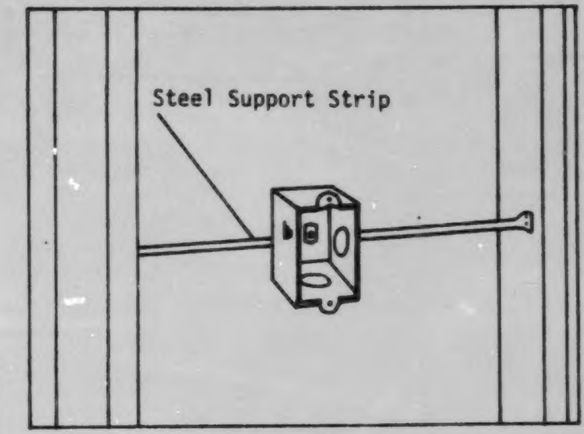
EXAMPLE
TEXT WHICH WILL BE REWRITTEN

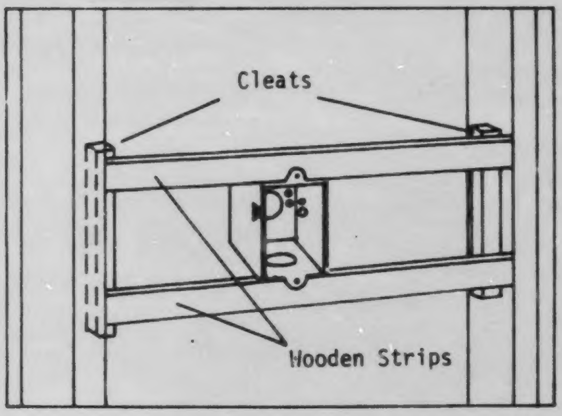
This text is taken from a student workbook used in vocational high school classes (ELECTRICAL WIRING: American Association for Vocational Instructional Materials, 1979).

On the following pages, it is rewritten to make it appropriate for learners with reading and language problems.

Installing Switch Boxes Between Studs

You will sometimes find that you need to mount a switch box or gang boxes at a point that falls between two studs. When that happens, you must mount a support between the studs. It may be a steel support strip with mounting holes punched or two wooden strips at least 1" thick.





Instructions

Mark location for each strip.

Use the switch box as a spacer.

Nail strips in position between studs.

Locate one or more boxes at the desired point on the support.

Fasten box to strip with metal screws or wood screws.

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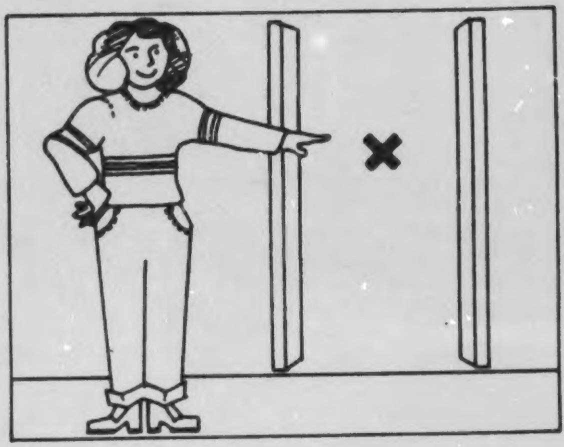
Handout #12-2

INSTRUCTIONAL MATERIALS REWRITTEN FOR LEARNERS WITH READING AND LANGUAGE PROBLEMS

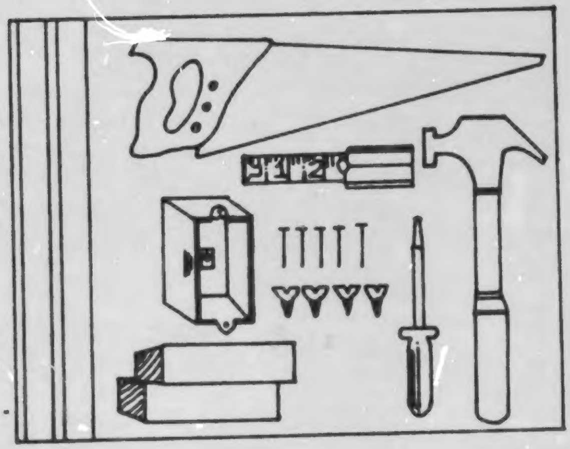
INSTALLING SWITCH BOXES BETWEEN STUDS

Sometimes the switch box must be in a certain place. Maybe the certain place is not near a stud. Then you must put the switch box between two studs.



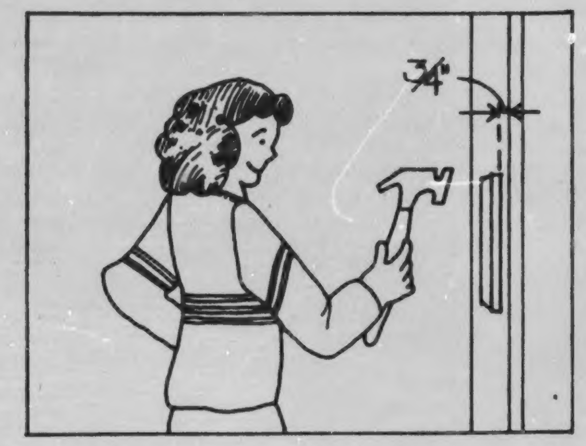
Follow these directions to put a switch box between two studs. You will need:

- 2 wooden strips
- 2 wooden cleats
- hammer
- nails
- switch box
- tape measure
- saw
- wood screws
- screw driver



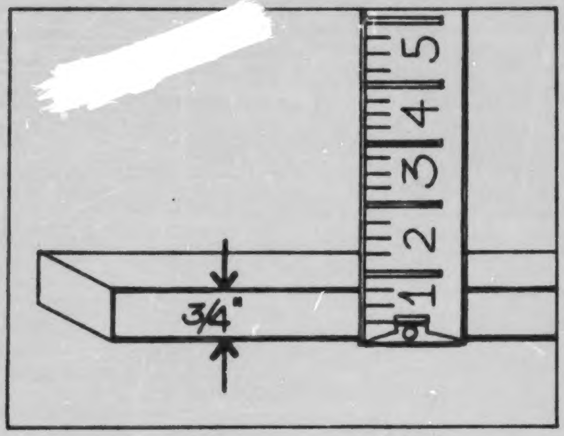
First you must nail a wood cleat to the inside of both studs.

The wood cleat must be 3/4 inch from the front of the stud.



Now you need 2 wood strips.

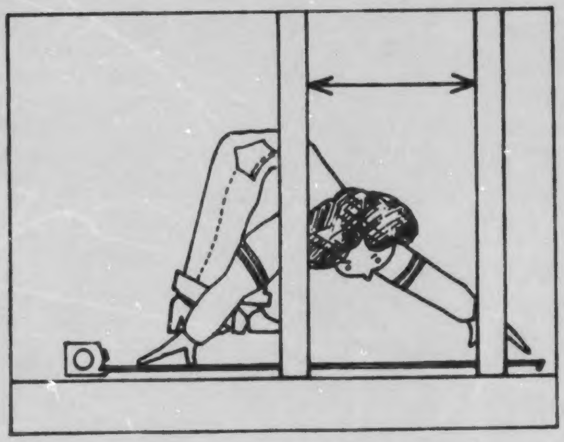
Each strip must be 3/4 inch thick.



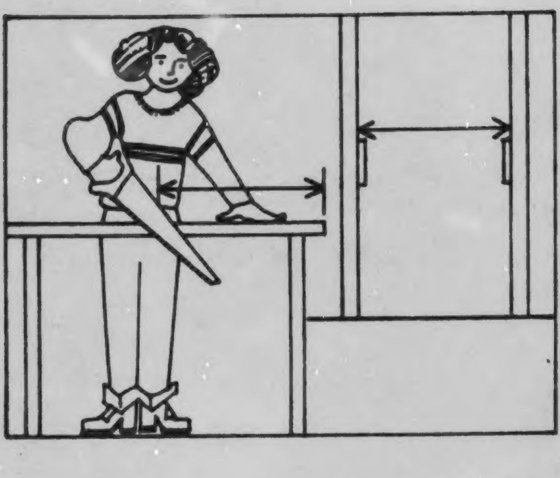
Each wood strip must fit between the studs.

Measure the distance between the studs.

Mark the same distance on each wood strip.



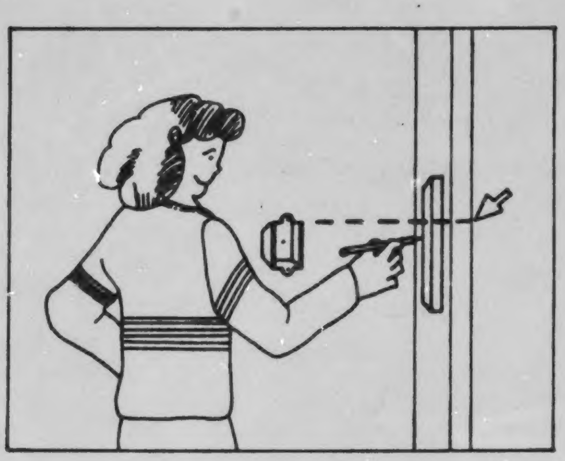
Cut the wood strip to fit between the studs.



How high must the top of the switch box be?

Decide the height.

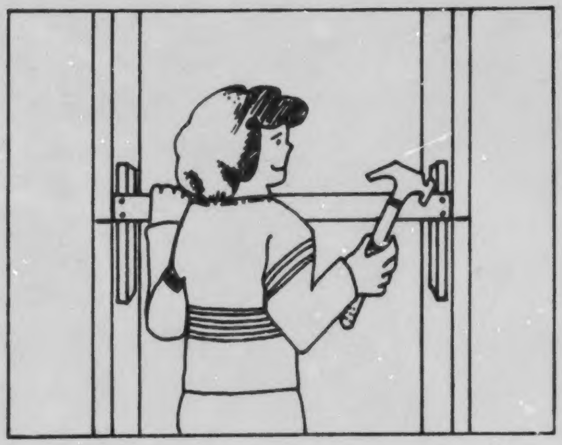
Mark the height on each stud.



Nail a wood strip between the studs.

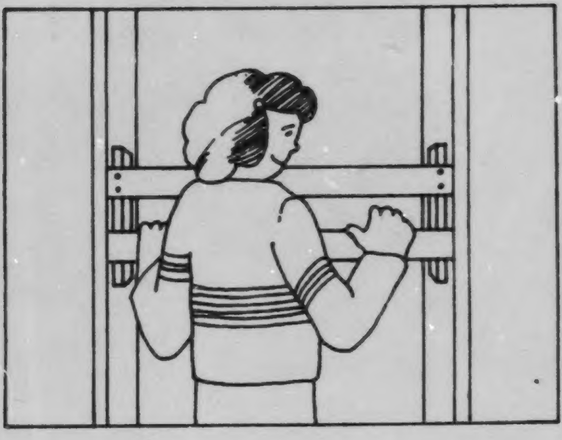
Use your marks on each stud as a guide.

Then you will know where to nail the wood strip.



Put the second wood strip UNDER the first strip.

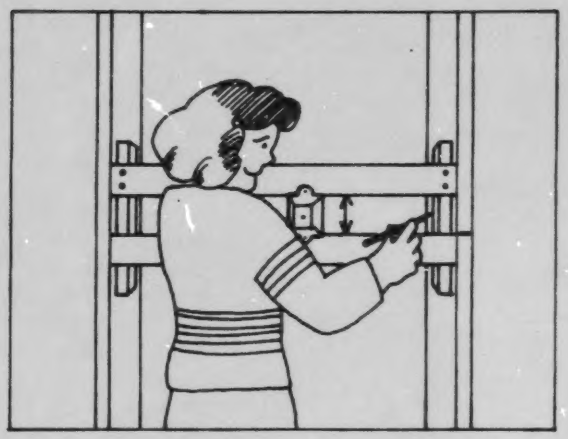
Hold the wood in place.



Hold the switch box BETWEEN the strips. Use the switch box as a spacer.

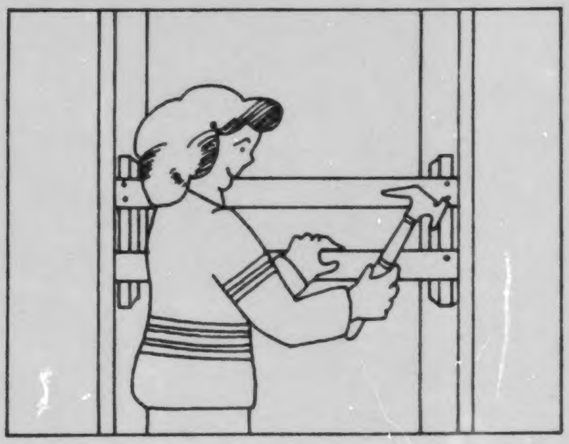
The switch box should just fit in the space between the wood strips.

Mark where the second strip is on each stud.

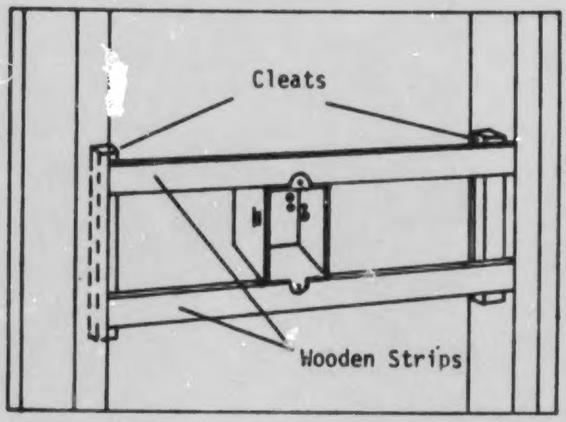


Nail the wood strip to the studs.

Use your marks as a guide.



Now fasten the switch box to the strips with wood screws.



The following pages are taken from a student workbook written for secondary students with language and reading problems (Measurement: Length and Area; Joyce Media, in press). Notice that the vocabulary and sentence structures are simple and concrete. Instructions are broken down into small, discrete chunks. There is pictorial support for the directions. Students can follow these general instructions independently to measure any line segment given in one inch increments.

EXAMPLE
TRADITIONAL TEXTBOOK INSTRUCTIONAL PACKAGE

"HOW TO USE DRY TRANSFER LETTERS"

This text is taken from a student textbook used in vocational high school classes (Comprehensive Graphic Arts; Howard W. Sams, & Co., 1976).

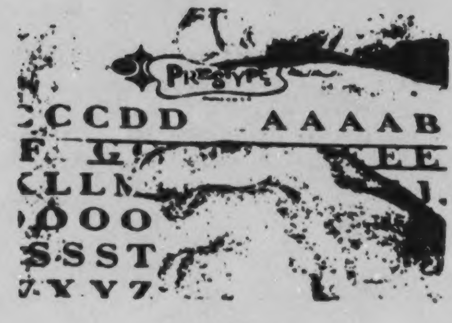
On the next few pages, it is rewritten as a learning package appropriate for learners with reading and language problems. Notice that all equipment is packaged with the instructions.

Dry Transfer Composition

Quality composition by this method can be achieved with little or no previous experience. Important considerations are neatness and attention to the following procedural steps.

> Draw light blue guidelines on the copy sheet. Light blue lines will not photograph, thereby causing no unwanted lines on the film negative.
>
> Remove the protective backing sheet of an alphabet sheet. It is recommended, though, that the backing sheet be removed only from the area of the selected letters. The adhesive will stay cleaner when protected.

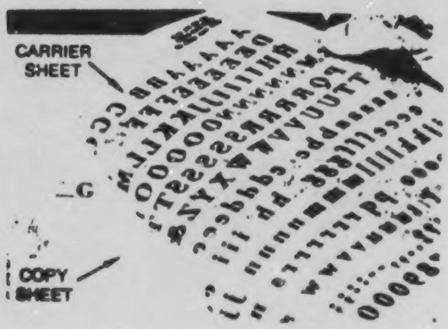
Position the selected letters on the guidelines of the copy sheet as shown.


PRESTYPE
CCDD AAAAB
F G EE
LLM
OOO
SST
XYZ

Rub the area to be transferred with a blunt instrument. A dowel, a ball-point pen, or a pencil, will work as a rubbing instrument. Be careful to rub only the area that you wish transferred.

CCC AAAAP
FF GGI DEEEEE
KLLMM HHIIIIJ

Lift the carrier sheet from the copy sheet. If burnished correctly the entire letter will adhere to the copy sheet.


CARRIER SHEET
COPY SHEET

Handout #13-3

EXAMPLE
INDIVIDUALZIED INSTRUCTIONAL MODULE OR LEARNING PACKAGE

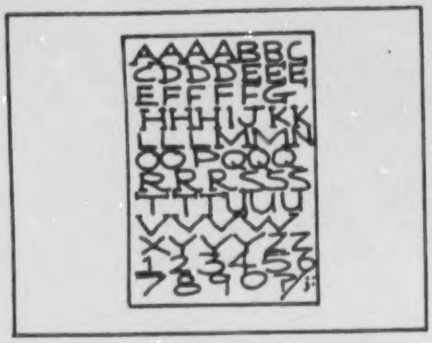
"HOW TO USE DRY TRANSFER LETTERS"

This learning package can be contained in a large manila envelope or flat box (such as an empty spirit master box) labeled "How to Use Dry-Transfer Letters." The components of the package would be one page of dry-transfer letters, a nonphoto blue pencil, a ruler, some copy paper, and the following instructions.

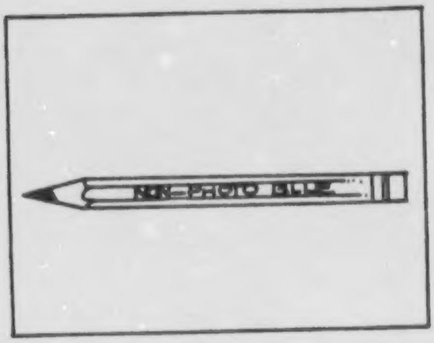
You can learn to use dry-transfer letters.
Follow the directions. Use the tools in this package.

You will need:

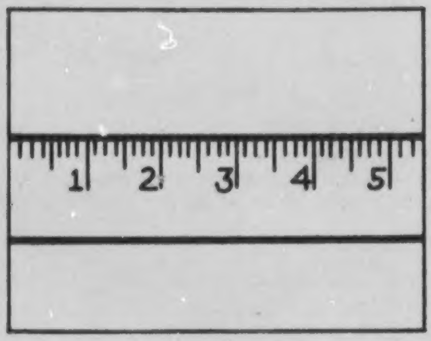
1 sheet of dry-transfer letters


AAAABBC
CDDDEEE
EFFFFG
HHHIJKK
LLLMMN
OOPQQQ
RRRSSS
TTUUU
VVWWX
XYYYZZ
123456
7890

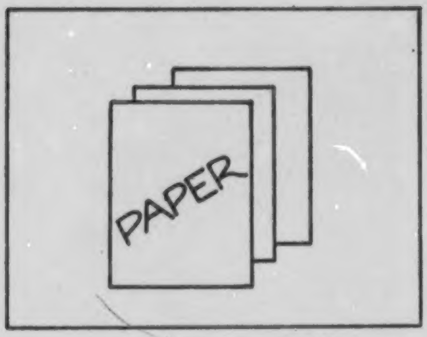
1 nonphoto blue pencil


NON-PHOTO BLUE

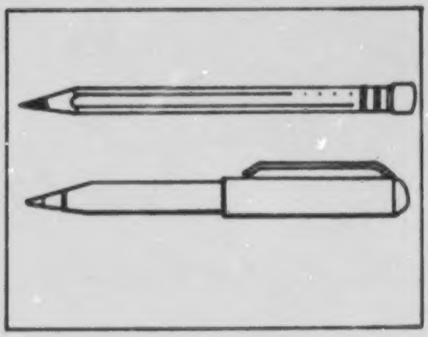
1 Ruler



Copy Paper



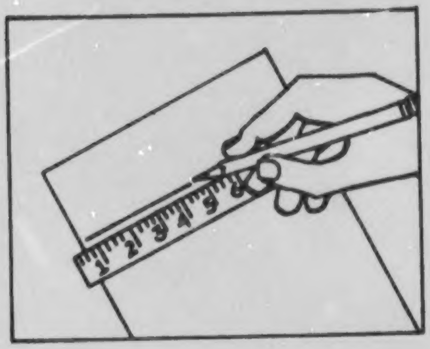
Pencil or Ball-point Pen



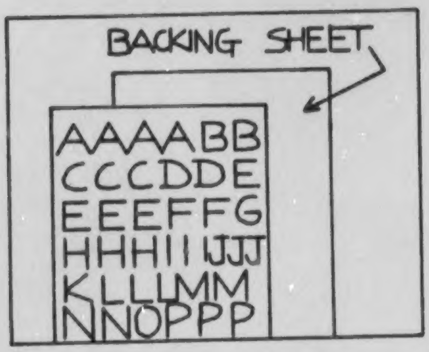
Look in the package.

Take the letters, pencil, ruler, and paper out of the package.

You will print your name with the letters now. Take a piece of copy paper, the ruler, and the blue pencil. Draw a straight line on the paper. Draw the line where you want your name.

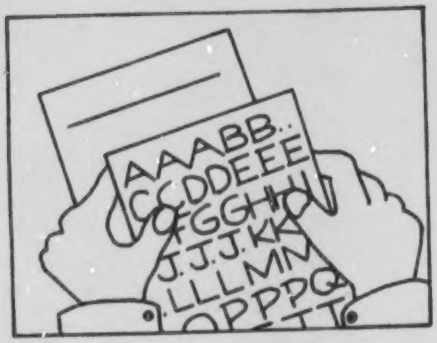


Take the sheet with the letters on it. It should be on a special backing sheet. Put the backing sheet in the package. You will not need the backing sheet now.

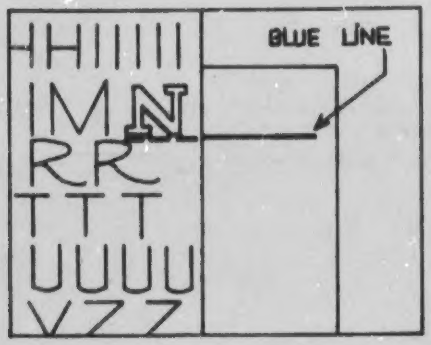

BACKING SHEET
AAAABB
CCCDDE
EEEFFG
HHHIIJJJ
KLLLMM
NNOPPP

Take the paper with the blue line.

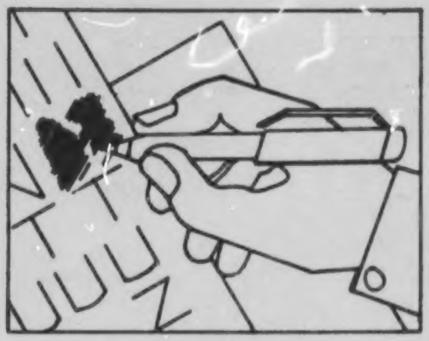
Put the letter sheet on top of that paper. You should be able to read the letters.


AAABB..
CCDDEEE
FGGHHH
J.J.J.KK
LLLMM
OPPPQ

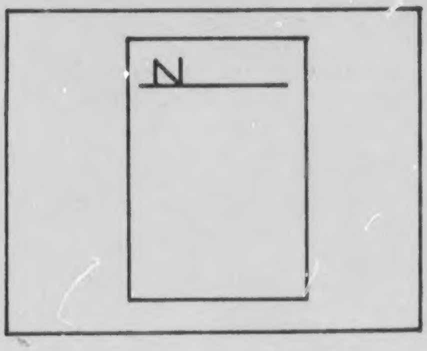
Find the first letter of your name on the letter sheet. Move the letter sheet so that letter sits on the blue line.



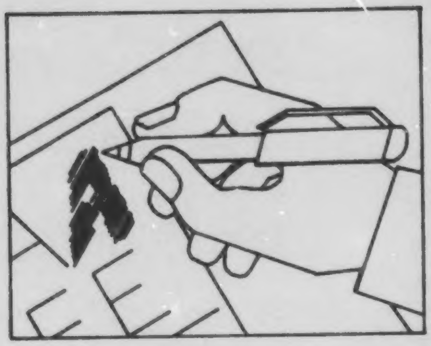
Take a pencil or a ball-point pen. Rub all over the letter
Rub only around that letter.



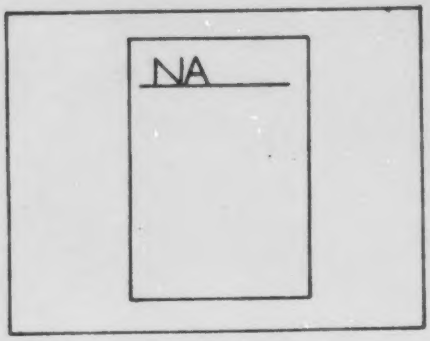
Carefully take the letter sheet away. You should have a letter on the blue line.



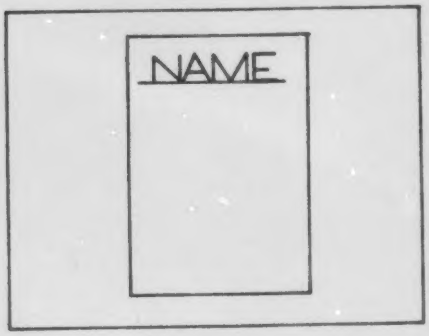
Do the next letter of your name the same way. Make sure the letter from the letter sheet is on the blue line. Rub the letter with a pen or pencil.



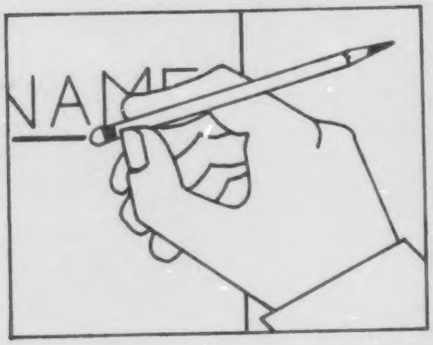
Then move the letter sheet.



Now do the rest of the letters in your name the same way. Make sure each letter is on the blue line.



When you are finished, erase the blue line.



Put the letter sheet on the backing sheet again.

Put the letter sheet, blue pencil, ruler, copy paper, and these directions back in the package.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

There are a number of basic teaching strategies. No doubt you are currently using several of these techniques very successfully. Using each of these techniques in the appropriate situation will give you teaching flexibility to best meet the differing needs of all students in your program.

Lecture

Lectures are used with groups of students to cover much material quickly. The lecture is usually a teacher-directed activity. Many students with learning problems, hearing impaired students and students with limited attention span often have trouble assimilating material presented in lecture format.

Demonstration

Demonstrations are used effectively in many vocational classrooms. A step-by-step explanation of how to perform a particular skill while actually performing the skill clarifies the process for most students, and does not put those students who are language or reading impaired at a disadvantage.

Field Trips and Resource Persons

Both visits to actual commercial shops and inviting tradespeople into the classroom provide opportunities to add relevance to the vocational program for all students.

Role-play and Simulations

Two or more students act out a situation which they may encounter in real life; for example, job interviews and on-the-job behavior. This is also an appropriate teaching strategy when dealing with feelings or perceived differences of the learners.

Peer Teaching

In peer teaching, a student who has already mastered an objective or skill serves as teacher or tutor to a student who has not yet mastered the skill or objective. When willing students (both as tutors and tutees) have been selected carefully, this can be a positive experience for both students. The tutor has the opportunities to reinforce and strengthen what s/he has already learned.

Transparency #26	**Trainer Note:** Show Transparency #26.

STRATEGIES OF TEACHING

High Level of Teacher Involvement:

- Briefing
- Lecture
- Dual Lecture
- Teaching Interview
- Panel
- Symposium

Shared Student-Teacher Involvement:

- Guided Discussion
- Demonstration-Performance
- Problem Situation
- Case Study

High Level of Student Involvement:

- Committee or Task Force
- Sociodrama
- Simulation Exercises
- Games
- Assignment

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Handout #14
"Sample Learning Contract"

Learning Contracts

In the learning contract, the teacher and an individual student determine specific skills to be mastered and the activities to be done to reach mastery. In the contract, the teacher and student can specify appropriate instructional materials and media to use, and evaluation activities to indicate that the objectives or goals have been met. The framework for the contract can be found with the individualized education program, with specific activities and materials determined and clearly stated in the student/teacher learning contract.

Trainer Note: Hand out "Sample Learning Contract"

Individualized Instructional Module or Learner Package

An individualized instructional module or learning package is simply a set of instructional materials which focus on a specific skill or concept. The objective or goal of the module should be clearly stated at the beginning of the package, and all activities necessary to reach the goal should be described in the package. The learning package is arranged and organized so that it can be picked up and used conveniently without searching for additional resources. All equipment or tools needed to complete the module should, preferably be packaged with the instructional materials. If this is not possible, all necessary equipment or tools should be listed or pictured at the beginning of the module so the student can gather them before beginning the activities. A learning package can be as simple as a diagram and checklist of steps for threading a sewing machine. This checklist can be kept with thread, needles, and bobbins next to the machine in the clothing construction workroom for independent use at any time. A learning package can be as complex as several filmloops and 40 pages of programmed text which can be attached to a drill press, indicating its operation, for use only during specified hours when a shop supervisor is present.

EXAMPLE
SAMPLE LEARNING CONTRACT

Contingency Contract Involving

Instructor(s) ______ Learner Steve

Candy Jenkins, Spec. Ed.

Tom Powers, Auto Date Jan. 12

Target Performance If Steve will 1) attend all his classes for 6 weeks with no more than 2 excused absences and 2 tardy reports, and 2) complete 4 exercises in occupational math in the resource room,

If the above stated target performance is successfully demonstrated by the learner, the incentives or rewards listed below will be provided by the appropriate instructional staff.

Incentives/Rewards Steve will be permitted to use the auto lab equipment and tools during his free period to 1) service his minibike and 2) build a motorcycle trailer.

Signatures

Learner Steve

Instructor(s) Tom Powers

Candy Jenkins

Date 1/12

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Evaluating Instructional Effectiveness
15 Minutes	Lecturette: D

Here, point out to participants that evaluating instruction is a necessary part of the learning package. It enables the teacher to see the strengths and weaknesses in his/her curriculum design and institute the necessary changes.

Trainer Note: You may want to use the script here or a combination of the script and your own outline.

Instructional effectiveness can be evaluated in two major ways--by examining the instructional process, or by looking at the product of that instruction. Evaluating the instructional process involves measuring your ability to establish objectives, plan lessons that meet those objectives, select or prepare appropriate instructional materials, and use effective teaching methods. Evaluating the product of instruction involves measuring the outcomes of instruction in terms of student achievement. Evaluation of instructional effectiveness should examine both of these aspects of instruction.

In evaluating the processes and products of instruction, there are a number of sources and techniques that may be used. Sources of feedback include evaluations by others (e.g., fellow teachers, supervisors, advisory committee members, students) and self-evaluation. Techniques which may be used to get feedback include checklists, observations, anecdotal records, discussions, videotaping for self-analysis, and assessments of student performance.

Before any evaluation efforts are undertaken, you need to carefully plan how you will gather feedback and from whom. Although any type of feedback can be useful, evaluations should be based on information obtained from a variety of sources. Getting a cross section of opinions or evaluations will give you a better overall picture of your performance. Consider the following example.

Assume you are teaching a lesson to a group of 15 students and that you videotape the lesson so it can be evaluated by a fellow teacher, a school administrator, a district vocational education supervisor, and a university professor. At the end of the lesson, you ask the students to rate anonymously the effectiveness of the lesson. Later, you evaluate the students' grasp of the lesson content. After showing the videotape, you have the observers rate the effectiveness of the lesson.

You get the following feedback: 12 students felt it was an interesting lesson and that they learned a lot; 2 students said it was boring; 1 student said it was confusing. Out of 15 students, 9 did poorly on the device you used to measure their grasp of the lesson content.

The university professor indicated the lesson could have been more effective had visuals been used. The fellow teacher indicated that he uses a film to teach that concept and that he feels a film is more effective than the method you used. The vocational education supervisor noted that parts of the lesson could have been geared to relate more directly to the real world of work. The administrator was concerned that you kept the students past the bell, causing them to hurry to their next class or be tardy.

This is an exaggerated situation, of course; however,differing opinions and concerns are to be expected. Had you gotten feedback from only the bored student, or from only the fellow teacher, you would have had only a partial view of your effectiveness.

With the variety of feedback obtained, you can conclude tentatively that: (1) you need to be aware of, and make more use of, available media and materials; (2) although most students were interested, more than half the students did not grasp the lesson content; (3) you are not meeting the needs and interests of three of your students; (4) you need to be more careful in timing the length of your lessons; and (5) you need to plan lessons which relate more directly to the occupations for which your students are being trained.

Feedback from a single lesson probably will not be consistent enough for you to make a definite judgment about your teaching effectiveness. However, if you continue to accumulate feedback over a period of time, patterns should form which will give you a more accurate picture of your strengths and weaknesses. Let's consider each potential feedback source more closely.

Fellow teachers can suggest additional materials you could use, or alternative methods and techniques that seem to work. When requested to do so, they may be able to point out areas in which you are weak and to suggest ways to improve. If an individual student is causing problems, fellow teachers may be able to tell you whether that student's behavior is unique to your class, and you may be able to draw on their experience in helping you solve the problem.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

State department of education supervisors and university faculty have a level of expertise, experience and objectivity which can be of great potential help to you as a teacher. They are usually well-versed in the latest educational research and the most current materials and techniques available. Thus, they are in an excellent position to assist you in identifying ways to overcome instructional weaknesses.

You are also an excellent source of feedback. You know better than anyone what your goals and objectives are. Therefore, through the process of self-evaluation, you can evaluate how well you are meeting those goals and objectives. Critical self-evaluation may also reveal areas of strength that you can capitalize upon, and areas of weaknesses that you need to work on.

Students observe you at close range, daily, over an extended period of time. They are in the best position to see your overall performance and they know whether they are motivated by your lessons and whether they feel they are making progress.

Since student performance is the ultimate test of teacher effectiveness, measuring that performance is a key source of feedback on your effectiveness. The feedback can reveal if students are responding to you as a teacher and grasping the information presented in your lessons.

However, there are a few cautions that should be noted when using each of the techniques described. For example, when a "stranger" enters your classroom to observe, students may behave differently. Students who normally participate freely in class discussions may not respond to your questions. Students who are normally attentive may be distracted by the stranger's presence.

It is also true that when human beings evaluate anything, they bring certain biases or preferences into play in the process. A student who just failed a quiz in your class because s/he didn't read an assignment, may rate you negatively on all items. Such an evaluation is not strictly accurate in terms of your overall performance, but it is an indication that some problem exists which needs your attention.

Teachers who evaluate you may also exhibit biases that need to be taken into account as you review their comments. A teacher who believes that students should sit quietly in their seats while s/he takes the most active part in the lesson may give a poor rating to a teacher who encourages a more open and free atmosphere. A teacher who relies heavily on visuals

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

may be overly concerned with the fact that you do not use visuals as extensively. Administrators, due to the nature of their responsibilities as school managers, may tend to focus heavily on how well you are fulfilling your managerial functions.

In addition, when evaluating yourself, it is sometimes difficult to be objective. You may be too hard on yourself; you may tend to rationalize what you did, or you may not see what you did.

Therefore, remember that evaluations are always partly subjective. Each source will, in fact, give you one point of view as to your effectiveness as a teacher....the previously mentioned "limitations" only become limitations if you interpret any one as the only point of view. A strong evaluation program which draws on a number of sources allows you to compare, contract and analyze several points of view to arrive at a realistic estimate of the true strengths and weaknesses of your performance over time.

The next point deals with methods of evaluation.

Once you have determined the persons who will be involved in your evaluation plan, you can direct your attention to selecting the evaluation methods or devices you will use, or give others to use, in evaluating your instructional effectiveness. One commonly used method is that of observation. In most schools, administrators are required to observe each of their teachers, or each of their new teachers, a certain number of times during the school year. This need not be a threatening situation. If you are putting effort into the planning and execution of your lessons and are open to suggestions for improvement, such observations can be productive and helpful.

In addition to these required observations, you can invite other educators (supervisors, fellow teachers, media specialists, counselors, etc.) into your classroom to observe your presentations. Feedback from such observations can be either formal (observers can use checklists to evaluate specific skills), or informal (observers can meet with you afterwards to informally discuss instructional strengths and weaknesses).

Another option is to combine formal and informal feedback. For example, the observer fills out a checklist first and then meets with you to discuss the ratings further and suggest possible ways of improving instructional effectiveness. This approach combines the advantages of the previous two: the

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	checklist ensures that certain key items will be evaluated; the discussion allows you to probe each of the ratings further to determine more specifically what needs to be improved and how. Numerous checklists and rating forms are available. Many are produced commercially by accrediting agencies and various educational firms. Individual districts and states often prepare such checklists for use with and by their own educators. **Trainer Note:** Hand out samples of evaluation checklists. Ask participants whether these seem practical in terms of their individual situations and generally generate a brief discussion here. You might point out that these same types of checklists can be used to "self-evaluate" a videotaped recording of their performance. Also point out that when asking students to evaluate teaching performance, teachers should explain to them why it will be helpful to them (the teachers). Handout the "Professional Improvement Work Sheet" and emphasize that this form can be used with the evaluation method of keeping "Anecodotal Records" which describes significant incidents or behaviors both positive and negative.
10 Minutes	Exercise: Case Study Divide the large group into smaller groups of three. Ask them to read the case study and formulate a brief explanation of what they think were -the strengths of the teacher's approach, -the weaknesses of the teacher's approach, and -how the teacher should have treated his/her responsibilities.
10 Minutes	Large Group Discussion Reassemble group; let trainees respond to the explanations of each of the groups.
10 Minutes	Wrap-up Pass out evaluations Adjournment

Sample 1

CHECKLIST FOR RATING OVERALL PERFORMANCE

	Level of Performance					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. The teacher was prepared for the class....................	☐	☐	☐	☐	☐	☐
2. The teacher's presentation was well organized.............	☐	☐	☐	☐	☐	☐
3. Lesson objectives were made clear to the students.........	☐	☐	☐	☐	☐	☐
4. The teacher was interesting and enthusiastic..............	☐	☐	☐	☐	☐	☐
5. The teacher's voice was audible...........................	☐	☐	☐	☐	☐	☐
6. The teacher could communicate the subject matter to the students..	☐	☐	☐	☐	☐	☐
7. The teacher was receptive to the expression of student views...	☐	☐	☐	☐	☐	☐
8. The teacher answered questions clearly....................	☐	☐	☐	☐	☐	☐
9. The teacher kept order with a fair hand..................	☐	☐	☐	☐	☐	☐
10. The teacher made sure students were given feedback on their achievement of lesson objectives..	☐	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instructional Materials, University of Georgia

Sample 2

CHECKLIST FOR EVALUATING SPECIFIC SKILLS

Level of Performance

In demonstrating a concept or principle, the teacher:	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Selected an example of the concept which could be easily demonstrated	☐	☐	☐	☐	☐	☐
2. Set up the demonstration where it could be easily viewed by each student	☐	☐	☐	☐	☐	☐
3. Related the new concept to students' previous experiences or instruction	☐	☐	☐	☐	☐	☐
4. Defined terms or gave background information when necessary	☐	☐	☐	☐	☐	☐
5. Had all materials and equipment ready for use	☐	☐	☐	☐	☐	☐
6. Performed the steps of the demonstration in a logical order	☐	☐	☐	☐	☐	☐
7. Observed students to see that they were following the demonstration	☐	☐	☐	☐	☐	☐
8. Summarized key points during the demonstration or at the conclusion of the demonstration	☐	☐	☐	☐	☐	☐
9. Determined students' comprehension of the concept by some form of feedback	☐	☐	☐	☐	☐	☐
10. Used visual aids to illustrate any steps which were difficult to observe	☐	☐	☐	☐	☐	☐
11. Had students analyze a new situation in relation to the concept	☐	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instruction Materials, University of Georgia

Sample 3

CHECKLIST FOR STUDENT USE

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. This teacher asks our opinion in planning work to be done..	☐	☐	☐	☐	☐
2. Frankly, we don't pay attention to this teacher............	☐	☐	☐	☐	☐
3. This teacher makes sure we understand our work.............	☐	☐	☐	☐	☐
4. Our teacher is very good at explaining things clearly......	☐	☐	☐	☐	☐
5. Sometimes I think this teacher is deaf.....................	☐	☐	☐	☐	☐
6. This teacher helps us get the most out of each hour........	☐	☐	☐	☐	☐
7. This teacher makes everything seem interesting and important..	☐	☐	☐	☐	☐
8. It seems that somebody is always getting punished in this class..	☐	☐	☐	☐	☐
9. This teacher makes very careful plans for each day's work..	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instructional Materials, University of Georgia

Sample 4

PROFESSIONAL IMPROVEMENT WORK SHEET

Teacher______________________________ Date__________

Building______________________________ Assisted by:__________

I. STATEMENT OF PROFESSIONAL GOAL: (Date__________)______________________

____

____

II. PLANS FOR ATTAINING GOAL: (Date__________)______________________

____

____

____

III. PROGRESS LOG:

Date: Comments:

____

____

____

IV. CONCLUSIONS: (Date__________)______________________

____

____

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____

CASE STUDY

A teacher with one year of experience was working at an area vocational-technical school. At the end of the first year, she had reservations about how well she had performed as a teacher. She decided at the beginning of the second year to develop a plan to evaluate her instructional effectiveness.

She began talking with other teachers about how they evaluated themselves. One teacher indicated that a self-appraisal technique was the only approach to take. Other teachers responded that it would take inputs from students, administrators, and fellow teachers over the entire year to fully evaluate how well a teacher was performing. Some teachers shared other ideas on collecting the information and suggested she use student reaction questionnaires, videotaping, classroom presentations, and visits to the classroom by supervisors and colleagues.

As she listened to this advice from her colleagues, the teacher began to formulate a plan for the coming school year. The first item in the plan was to list the areas of instruction and teaching she felt needed improvement. This list became rather lengthy and she began to realize that it would take more time and effort than she could afford to spend.

In order to overcome this problem, she enlisted the assistance of the department chairperson and supervisor of instruction to help determine what areas might be more important than others. As a result of these conversations, she decided to initially evaluate effectiveness in the areas of (1) giving classroom presentations, and (2) evaluating student performance. She decided to use the students and the state supervisor of her instructional area as her primary sources of information.

In order to obtain information from the students, she prepared and administered a questionnaire pertaining to classroom presentations and student evaluation. A summary of the results is found on p. 19. The state supervisor of instruction was asked to visit and observe her performance in giving a presentation to the class. A copy of the supervisor's evaluation is found on p. 20. The final source of information was a summary of student scores on an achievement test, p. 21, which was administered for the unit that was partially observed by the supervisor.

After collecting and summarizing this information, she began to analyze the results. She looked for data which would help her draw some conclusions regarding her instructional effectiveness in the areas of giving presentations and evaluating student performance.

As she reviewed the data on presenting lessons, she noticed that the students felt her explanations were not always clear to them. The state supervisor's evaluation reinforced this observation; he indicated that presenting ideas and concepts was accomplished at only a fair level of performance. This information reinforced the plan to identify classroom presentations as an area in which she needed to improve. She decided that she needed to learn how to use visual aids more effectively in her presentation. She also decided she needed to learn how to develop more structured and detailed lesson plans so that she could present information in a clear and logical manner.

In analyzing the data with respect to students' achievement, it was obvious to the teacher that the test was very difficult for the students. She attributed this result to her problem in giving clear

From: American Association for Vocational Instructional Materials,
University of Georgia

presentations. The teacher felt that if she improved her lesson presentations, students would be able to do better on their tests.

In formulating plans to improve her instruction, the teacher decided to ask one of her fellow teachers, who had taught for several years, to review videotapes of several lesson presentations with her. In addition, she asked the instructional resource coordinator to help her prepare some visual aids to use in her presentations. She also asked her department chairperson if he could review some lesson plans and critique them before she gave the presentation to students. In order to obtain additional feedback from the students concerning her planned improvements, she decided to prepare brief quizzes after each lesson presentation. Another student reaction form was prepared and administered after three lessons had been taught.

After formulating these plans, the teacher decided to ask her department chairperson to review her procedures in evaluating instructional effectiveness and critique her analysis of the data and the plans made for the improvement of instruction.

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APPENDIX - KNOW YOUR PRIORITY STUDENTS

APPENDIX

KNOW YOUR PRIORITY STUDENTS

A. Minorities in Vocational Education

B. Handicapped Students

C. Limited-English-Proficient Students

MINORITIES IN VOCATIONAL EDUCATION

Students from different cultural backgrounds, including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority. The unique situation of students from different cultures is clarified by Groomes (1975) when he comments that minorities have different developmental needs as a result of their experiences, but have individual needs as well.

These individuals may also share some general characteristics and experiences:

1. They may be experientially disadvantaged.
2. They may be environmentally disadvantaged--economically, socially and/or educationally handicapped.
3. They may be discriminated against and alienated.
4. They may be from different cultural backgrounds.
5. They may lack basic academic skills and appropriate work competencies.
6. They may exhibit a learning performance pattern consisting of a short attention span requiring a variety of activity and involvement.
7. They may experience a minimum amount of individual attention at home, school or elsewhere.
8. They may be viewed as failures.
9. They may have a greater capacity to learn than they have exhibited.
10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education in considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), many minority students view their educational experience in the following ways:

1. The school day is long and tedious.
2. The education they are receiving seems to lack relevance to their future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given the type of counseling, encouragement, or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race, or poor educational background, they do not believe that returning to school will improve their situation.

Students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation, and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect.

There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English. It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[1] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors alike must be sensitive to the individual and group needs of these special students. Certain characteristics common to all three groups deserve the counselor's attention. The handicapped and the disadvantaged often have a poor sense of self-worth, experience alienation from the majority, lack exposure to adequate role models, and lack proper academic and job skills.

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[1] Lennon, Thelma C. Guidance Needs of Special Populations. National Center for Research in Vocational Education, Ohio State University, 1979. (ERIC/NCRVE: I.S. No. 145).

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners and a pattern of academic failure is established.

Black Students

Research has shown that vocational schools are not enrolling enough minority students; and according to a new survey by the Education Department, regular high schools often place minority and handicapped students in stereotyped vocational programs.[2] A survey by the Education Department's Office for Civil Rights further maintains that Blacks comprise 18.4% of high school vocational enrollments, 11.3% of postsecondary vocational enrollments, and 10.3% of area vocational training center enrollments.

The report shows that minorities aren't making much headway in apprentice training programs, and handicapped students are concentrated in a few occupational programs such as auto repair, food management and home economics.

The Office of Civil Rights survey shows 13,290 black males and 530 black females enrolled in auto mechanics. Compared to these figures there were 7,494 Hispanic males and 284 Hispanic females. In terms of apprentice training programs, white males made up 20,769 of the total 30,224 students enrolled.

The OCR survey further reveals that the largest percentage of black enrollment is in consumer and homemaking and occupational home economics followed by office occupations. Blacks fared poorest in the agricultural and technical areas.

The NAACP's Legal Defense Fund referred to the OCR survey as added evidence that blacks are "over represented in the lowest quality programs and courses that equip them with no labor market skills or which train for low-wage, low-demand, dead-end jobs." The group also pointed out that blacks are under-represented in courses training youth in agricultural production, medical technology, welding, electronics, and administrative skills.[3]

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[2] Voc Ed Programs Are Stereotyping Minorities, OCR Survey Finds", Phi Delta Kappan, December, 1980.

[3] Ibid., p. 292.

One of the ways vocational education has dealt with the dumping ground syndrome often associated with vocational schools is to build more modern, well-equipped facilities in mostly white suburban areas out of the reach of urban youth, through attendance zoning, lack of transportation, or admissions requirements that are often discriminatory.[4] Studies have revealed that numbers of these institutions were built using federal funds targeted for low-income areas.[5] This fact poses further problems in black student access to quality vocational education.

Hispanic Students

The educational progress for Hispanic youth has been generally limited. In most instances, Hispanics are lacking in educational attainment. Over the years Hispanic youth have made some gains in education. Some that have been able to avail themselves of educational opportunities in higher education often experience discrimination in the labor market. Despite the fact that their education levels are well above their parents', Hispanic youth continue to have lower levels of educational attainment than their black and white counterparts. The median years of school completed for Hispanic youth was 10.9 years in 1978. For Mexican-Americans the median years of educational attainment was 11.0 years; this compares to 10.8 years for Puerto Rican youth in 1978.[6]

In his "Youth Employment Policies: An Hispanic Perspective," Richard Santos points out that the employment situation of Hispanics is influenced not only by market forces but by cultural, psychological, and social factors. Hispanic youth have their own ethnic culture, distinct from other youth. Depending on the situation, the labor market impact can either be positive or negative. For example, the need for immediate satisfaction may negate participation in long term training programs which have a high rate of return. A negative attitude toward work may cause loose attachments to the work force. Likewise, participation in such illegal activities as drug dealing will reduce labor force participation. By the same token, the dismal economic prospects in the youth labor market may cause negative attitudes and cultural views toward work.

Santos further goes on to note that in examining the labor market policies to effectively increase employment prospects for Hispanic youth, certain major elements were identified as crucial to an overall employment strategy. For example, it is important to recognize the diversity of the Hispanic youth group. Labor force participation rates and unemployment severity vary among the groups. The Santos article suggested that special attention be paid to the Hispanic minority females, especially Puerto Ricans and that the diversity of the group requires a variety of employment approaches.

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[4] Janet Wells, "Outside Looking In," Vocational Education, December 1978.

[5] *Ibid.*, p. 46

[6] "Hispanic Youth and Public Policy: Data Problems, Issues and Problems," Vice President's Task Force on Youth Employment, Vol. 2, Gilbert Cardenas, Pan American University.

Other research indicates that the employment strategy should be designed to accomodate the needs of Hispanic youth, whether it is skill acquisition, income support, work experience, or combinations of the above.

In 1972, the National Center for Education Statistics began its National Longitudinal Study (NLS). Base year data were collected at that time from a representative sample of high school seniors. Respondents were classified as white, black, or Latin American on the basis of self-identification. The degree of overlap between the Latin American (Hispanic) ethnic category and the racial categories was not known. As was true when considering ethnic differences in participation in vocational education, it should be kept in mind that Hispanics had a much higher attrition rate than whites (entries 2.29-2.35). Therefore, data from NLS reflected information based only on that group of Hispanic students that remained in high school to become seniors. Some conclusions gathered from the data were that:

- Hispanic high school seniors were somewhat older than their white classmates. This is reflective of the higher rate of delayed education for Hispanic students. Only 20 percent of the white seniors but 49 percent of the Hispanic seniors in spring 1972 were over 18 years old (entry 2.13).

- Although Hispanic and white seniors reported spending almost equal amounts of time on their homework (entry 2.14). Hispanic students tended to get lower grades (entry 2.15). Only 35 percent of Hispanics reported grades of "mostly B" or better, compared with 52 percent of the whites. Given the high verbal content of most high school courses, it is possible that the grade differential is due to differences in English language competency.

- Hispanic students, more often than whites, reported being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education (entry 2.16).

- Almost equal percentages of white and Hispanic students made their choice of a high school program on their own. Among those students who were influenced by others, Hispanic students were more likely to seek advice from multiple sources.

- Although many Hispanic students felt that their parents' lack of interest in their education adversely affected their study habits, almost twice as many Hispanic as white students reported that they were influenced by their parents in their choice of a high school program. Hispanic students more than white students were also influenced by their friends, guidance counselors, teachers, principals, clergy, and other adults (both relatives and non-relatives) (entry 2.17). It is of interest to note that relatively more Hispanics than whites reported that they had no choice of a high school program.

- When asked how important various factors were in their lives (entry 2.18), two factors were judged very important by over 80 percent of both Hispanics and whites. These were: being successful in their line of work, and finding the right person to marry and having a happy family life. Hispanic students more often than whites also placed greater importance on: providing their children with better opportunities than they had, working to correct social inequalities, being a leader in the community, and living close to their parents. White students more often than Hispanics placed importance on having strong friendships.

- Generally fewer Hispanic than white seniors participated in extracurricular activities (entry 2.19).

- When asked if they had ever heard of certain Federal programs designed to assist the educationally disadvantaged, such as Neighborhood Youth Corps, Talent Search, and Upward Bound, large percentages of both Hispanics and whites were unaware of these programs (entry 2.20). Awareness was slightly higher, however among white students. (For information on Hispanic participation in some of these programs, see entry 3.42).

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well being. It is an act that can seriously limit one's employment opportunities and earning potential.

The NLS studies further note that Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket (entry 2.29). Examination of the 1978 data (entry 2.30) show that the disparity between whites and Hispanics become more pronounced with increasing age. The percent of noncompleters increases steadily with age, jumping sharply between ages 16 (the last year of compulsory education) and 18. The figures for whites tend to level off while those for Hispanics continue to rise gradually. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma compared with about 14 percent of the white population.

Puerto Ricans and Mexican Americans had noncompletion rates that were considerably higher than those of the other Hispanic subgroups (entry 2.31). When place of birth was taken into account (entry 2.32), approximately half of the Puerto Rican and Mexican American population aged 14 to 30 who were not born on the U.S. mainland did not complete high school. Of those born on the U.S. mainland, less than 20 percent did not complete high school.

Language background appears to be related to one's dropping out of high school (entry 2.33). Hispanics age 14 to 30 with a non-English language background dropped out of school 2-1/2 times more than whites with a mono-English background. On the other hand, Hispanics who were brought up in homes where only English was spoken had participation rates in school similar to whites with a mono-English background. Again, this cannot be interpreted to mean that background in a language other than English causes high noncompletion rates; rather a non-English background may be related to degree of assimilation, facility in English, or to socioeconomic conditions which may impact on the likelihood of completing school.

The study shows that there is a relationship between the financial status of one's family and the likelihood that one will complete high school (entry 2.34). As the financial resources of the family increase, the percent of people completing school increases. This was true for both white and Hispanic families, although at all levels, Hispanics were two to three times more likely than whites not to have graduated from school.

Women/Men in Nontraditional Programs

Women in vocational education have often found themselves confronted with what is considered their "realistic and proper" place in society, despite the fact that discrimination on the basis of sex has been illegal in vocational education for some time. Women students are generally underrepresented in most vocational education programs and over-represented in those traditionally female-oriented programs. This is generally true in Massachusetts as well as the country as a whole.[7]

Efforts to meet the needs of women and men in nontraditional programs have focused predominately on women in order to increase the number of women pursuing nontraditional occupations and expand their representation in a broad range of training programs. Yet, educational personnel report that negative attitudes about nontraditional choices and expansion of male/female roles are still prevalent in state agencies, school districts and communities.[8] Where women have entered nontraditional programs, they often find that they are the only woman in the class or, at best, one of very few women. Programs to prepare women for this situation and provide support for those who are participating in nontraditional programs have been developed to assist them in preparing for and dealing with the harrassment they may face in class and the lack of support or ridicule they may face from peers and family. An additional factor relates to doubts women may have about their ability to succeed in a nontraditional environment; the absence of female instructors and/or role models does little to allay these fears.

Employers often have to be convinced that women are qualified to do jobs that have been considered men's jobs as productively as men. Men who are pursuing occupations that have been traditionally female are also suspect from the employers' view.

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[7] You Can Do It: The Vocational Education Recruiter's Guide, A. L. Nellum and Associates, 1983.

[8] National Advisory Council on Vocational Education and National Advisory Council on Women's Educational Programs. Increasing Sex Equity, Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. Washington, D.C., December 1980.

Employers are particularly concerned about the disruption that may occur when a woman enters an all-male work situation. Some employers still hold attitudes that there are jobs that women should not do or that women should not work and take a job away from a man who is supporting his family. To respond to these concerns, voc. ed. personnel have to help educate employers about the roles of women and men in the work force, their abilities to do the job, and the reasons why they work.

That vocational education be free of sex-role stereotyping is most important, first of all, because it is a curriculum whose intent is to prepare individuals for work. Largely because of this employment linkage, it is the only high school curriculum that receives direct Federal funding.[9]

Secondly, although the Federal share in vocational education funding is only about one dollar in ten, nearly half of the Federal money that goes into secondary education comes through vocational education. Thus, if there is any place in secondary education the Federal Government can be a force for positive change, it seems most likely to be in vocational education.

Third, to a greater degree than in any other education program the Federal Government has already addressed sex equity in vocational education through congressional legislation. Sex equity is one of the four main goals of the Vocational Education Act as amended in 1976, and the Act contains extensive provisions designed to enable State vocational programs to overcome sex discrimination and sex stereotyping.[10] This legislation appears to have the potential for helping women and men in vocational education virtually eliminating bias and stereotying in voc. ed. programs.

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[9] 90 Stat. 2178 says in part that each State receiving Federal vocational education funds must assure that such funds "will not be used for any program of vocational education (except personnel training programs...and homemaking programs) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation..."

[10] Title II regulations provide the following definitions. "Sex discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of sex. "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

IMPORTANCE OF MULTIETHNIC EDUCATION

James Banks defines multiethnic education as a process designed to bring about changes in the total educational environment so that students from diverse racial and ethnic groups will experience educational equality. Multiethnic educational reform requires making changes in all aspects of the educational environment.

Since multiethnic education is a concept with wide boundaries, we must examine the total educational environment to determine whether a school is multiethnic. A multiethnic school does not necessarily refer to a school that has a multiethnic student or teacher population, but one that has norms and values that respect and support the ethnic and racial diversity within American society.

It is important to emphasize that multiethnic education is a comprehensive concept that implies reform of the total educational environment. Many educators incorrectly assume that multiethnic education involves only a superficial integration of the curriculum, and are thus satisfied when they have added a few ethnic minority heroes to the Anglo-American heroes that are already studied.[11] But multiethnic education and modernized ethnic studies programs are conceptual and interdisciplinary and focus on much more than just isolated factual information about ethnic heroes.

Multiethnic Education: A Process

Multiethnic education is an ideal-type concept--an ongoing process that is never fully attained. Consequently, a school is never totally multiethnic, but rather achieves a degree or level of multiethnicity as it continues to examine and re-examine its values, pupil-to-pupil interactions and student-teacher relationships.

There are many variables involved in defining a school's level of multiethnicity:[12]

- motivation of the students and teachers
- attitudes, perceptions, beliefs and behaviors of school staff
- languages and dialects sanctioned by the school and spoken by the students
- formalized curriculum
- school assessment and testing procedures

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[11] James A. Banks. "Multiethnic Education and School Reform," Education in the 80s: Curricular Challenges. National Education Association. 1981 pp. 121-122.

[12] op. cit., p. 116.

- school policies and politics
- school culture
- counseling programs
- instructional materials used
- community participation in the school

Learning Styles, Motivational Systems and Cultures of Ethnic Minority Students

A number of researchers have documented the mismatch between the general learning environment of a school and the linguistic and cultural characteristics of ethnic minority students. As Banks notes, "The educational environments of most schools are more consistent with the learning patterns and styles of Anglo-American students than with those of ethnic minority students such as Afro-Americans, American Indians and Puerto Ricans".[13] Some research suggests that the patterns of mental abilities differ among various ethnic groups as well.[14]

Research also suggests that ethnic minority and Anglo-American students often differ in their cognitive styles and that most teachers have cognitive styles that match those of Anglo-American students. Ramirez and Castaneda, for example, have found that Mexican-American youths tend to be more field-sensitive in their cognitive styles, i.e., they tend to work with others to achieve a common goal, are more sensitive to the feelings and opinions of others. Anglo-American students, on the other hand, tend to be more field-independent, i.e., they prefer to work independently and to compete and gain individual recognition.[15]

Ethnic minority youths also differ from mainstream youths in their motivational systems and styles. Ethnic minorities such as Blacks and Chicanos, for example, tend to be externally controlled, i.e., they believe that they can do very little to determine their success or failure because it is primarily determined by others. Internally controlled students, on the other hand, believe that they can shape their own destiny. Most of the techniques used by teachers to motivate students are more effective with internal controlled students than with external controlled students. Thus, these techniques often fail to motivate ethnic minority students.[16]

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[13] Ibid.

[14] Susan S. Stodolsky and Gerald Lesser. "Learning Patterns in the Disadvantaged", Challenging the Myths: The Schools, The Blacks and the Poor. Harvard Educational Review Reprints Series, No. 5. Cambridge, Mass. Harvard Educational Review, 1975. p. 43.

[15] Manuel Ramirez and Alfredo Castaneda. Cultural Democracy, Bicognitive Development and Education. New York: Academic Press, 1974.

[16] James A. Vasquez. "Bilingual Education's Needed Third Dimension". Educational Leadership. November 1979. pp. 166-168.

Often the tasks that teachers assign to ethnic minority students are nonmotivating to these students because they are inconsistent with the students' cultural norms, behaviors and expectations. Teachers are frequently unaware of the cultural differences that their students bring to the classroom, and problems often result from the teachers misinterpretation or failure to recognize this.

To work more effectively with multiethnic student populations, teachers need to acquire accurate knowledge about the cultural characteristics, learning styles and motivational systems of ethnic youths and master the skills needed to work more successfully with them.

Teacher Attitudes, Expectations, and Behavior

A number of researchers have investigated teacher perceptions and attitudes toward ethnic and racial groups, and the effects of these attitudes on students' self-concepts, attitudes, perceptions and behavior. The research suggests that many teachers have prejudicial attitudes toward and perceptions of racial and lower socioeconomic groups, and that these prejudicial attitudes influence not only their verbal and nonverbal interactions with students but also student behavior and attitudes.[17]

Gay found that both black and white teachers interact differently with black and white students in desegregated social studies classrooms.[18] Teachers were more positive, encouraging and reinforcing toward white students. White students also received more opportunities to participate in substantive academic interactions with teachers. Verbal interactions with black pupils were primarily nonacademic, procedural, critical and nonencouraging. In an important study, Parsons found that a school he examined within a Mexican-American community reinforced the dominant societal attitudes and perceptions of Mexican Americans, and perpetuated the social-class stratifications that existed among Anglos and Mexican Americans.[19] Parsons concluded that the teachers were the primary socialization agents in the school that reinforced and perpetuated social-class and ethnic stratification.

Banks interprets the findings of such studies to indicate that regardless of their racial or ethnic group membership many teachers internalize the dominant societal attitudes and values toward minority and lower socioeconomic groups, and they often reinforce these attitudes and values in the classroom. Teachers must acquire more democratic attitudes and values before schools can practice social-class and cultural democracy. They need to acquire the knowledge, skills and attitudes needed to become effective multiethnic educators.

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[17] James A. Banks, op. cit. p. 118.

[18] Geneva Gay. "Differential Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Social Studies Classrooms. A Function of Teacher and Pupil Ethnicity". Washington, D.C.: National Institute of Education. 1972. pp. vii-x.

[19] Theodore W. Parsons. Ethnic Cleavage in a California School. Doctor's Thesis. Standford, California. August 1965.

A multicultural perspective, according to Mercer, would promote several important goals toward improving the learning environment for minority students.[20] It would:

- recognize the integrity and value of different cultural traditions;
- not assume that the Anglo-American culture is necessarily superior to other traditions, or that conformity to the dominant culture is imperative for social cohesion;
- accept the fact that there are many cultural mainstreams in modern America and that individuals have the right to participate in as many of these mainsteams as they wish.

Differences in life styles, language and values should be treated with respect, and persons from minority cultures would not be regarded as culturally disadvantaged, culturally deprived or empty vessels.[21]

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[20] Jane R. Mercer. "Latent Functions of Intelligence Testing in Public Schools", The Testing of Black Students. Englewood Cliffs, N.J.: Prentice-Hall. p. 91.

[21] Ibid.

HANDICAPPED STUDENTS

Capabilities and Characteristics of Handicapped Persons

Handicapped persons have all the diverse characteristics of non-handicapped persons. In short, they are individuals. Each is a unique being with combinations of strengths and limitations, interests and disinterests, and vocational knowledge and naivete. Frequently, the handicaps aren't visible, and instructors are more aware of individual differences than they are of the existence of handicaps!

It is characteristic of handicapped persons that they have a more limited experience base than non-handicapped students by the time they reach adolescence. Largely because they have been lacking in opportunities, they often have a greater need to develop pre-vocational skills or awareness than do their non-handicapped counterparts. (For example, handicapped students' shopping opportunities are often less than those of non-handicapped students, so their awareness of comparative pricing of goods in retail sales might be minimal.)

Who Are the Handicapped?

- Handicapped persons are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in regular vocational education programs without special educational assistance or who require a modified vocational program. (California State Plan for Vocational Education, 1972.)

One of the problems that continually seems to arise with the handicapped, and many times unnecessarily so, is their classification and labeling. Understandably, classifications and groupings have importance from the standpoint of administrative accounting and for organizing relevant instructional materials. The reason for this is a straighforward one; there are particular techniques that can be very successfully employed for some handicapped persons that are unnecessary or even wasteful for others with different handicaps.

Vocational educators have experienced difficulty in meeting the special needs of handicapped students partly because they feel that they lack adequate training to work with these students. The needs of handicapped students may vary greatly depending on the particular individual. Some needs of these students may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;

- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;
- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;
- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and
- Construction of environment features to permit access--ramps, railings, lavoratory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies and personnel with expertise to design services to handicapped students that are individualized, appropriate, and comprehensive. The development of a system of service delivery may require one or all of the following:

1. Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.
2. Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.
3. Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.
4. Determining the availability of special instructional materials; this includes teacher aides, equipment, and curiculum syllabi;
5. Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

In the job placement of handicapped students, the vocational educator plays a key role in breaking down employers' fears and attitudinal barriers. Vocational educators must understand the strategies that reduce employers' fears; know how to explain student skills in relationship to the particular task required in a job (using terms the employer will understand); discuss the aspects of the job which the special-needs student can perform in order to get the job done; explain the use of special equipment or the redesign of the task as it was modified in the classroom; ways to restructure the job; and how to explain that insurance rates are not determined by the type of employee hired. The vocational educator's role should be one of assisting an employer in hiring a special-needs person based on his or her abilities, not disabilities.[22]

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[22] Puzzled About Educating Special Needs Students? Wisconsin Vocational Studies Center.

Vast numbers of handicapped adults have passed through their formative years without the kinds of educational and vocational experience that would prepare them for a useful place in society. Many of them have been denied entry into training opportunities because their potential was underestimated; still others, because an instructor or counselor was doubtful that they could be successfully placed to gain work experience. Fortunately, the situation is changing, and changing rapidly.

A number of systematic efforts are being carried out to correct this inequity, including a variety of federal and state programs which place increased emphasis on the education of the handicapped and on the provision of appropriate resources and support services at the school level.

Probably the most important influence on the handicapped student's performance will be the people you involve as you work with him or her. It will be necessary for you to cooperate with most of the people below in order to work effectively with handicapped students:

- The special educator - the person whom the handicapped student most closely relies on in most schools. Professionally trained and ready to cooperate, he/she will help you to avoid mistakes rather than make them.

- The classroom aide - a person you may not have as yet. If special assistance during class hours or tutorial help out of class is necessary (not for your sake but for the student's), you may find this person invaluable, a good extension of yourself.

- Occupational therapists - have been very helpful in specifying the kinds of performance handicapped persons can do. They can help in the matching of physical potential to appropriate vocational goals.

- Rehabilitation counselors - providing a valuable link to resources, specialized training and post-school vocational follow-up leading to employability. Cooperation between school and rehabilitation personnel frequently pays real dividends.

- Parents - the unsung heroes. They have lived with the handicapped child long enough to learn a few things that you might like to know. Remember, too, you need their support at home while you interact with their child at school.

- Employers - a key to on-the-job success in work study and work experience programs. The flexibility and positive support of the employer is one of the biggest boosts a handicapped student can get.

- Vocational committees - most vocational education programs have one. It may include a subcommittee for the handicapped or have handicapped persons on the committee itself. Remember, committees are most helpful when the members can attract the broad based community support that you and the handicapped student need.

- Volunteers from the community - many persons would work with the handicapped student when given the chance. Contacting appropriate local volunteer groups can lead to surprising amounts of help.

- Medical personnel - they are as much interested in preventing medical problems as curing them. If you feel that there are tasks which might be risky for your handicapped students, check them out. Get to know your student's physical limitations.[23]

Legislation at the Federal Level

Recent federal legislation recognizes the need to prepare students for later life and a meaningful occupation and thus ensure that handicapped persons who can be productive members of society and who will work at some future time with non-handicapped persons should be afforded an opportunity to be a part of regular vocational programs whenever possible. Likewise, non-handicapped graduates of vocational programs are more likely to accept co-workers who are handicapped if they have learned during their schooling that these persons can get jobs done and in no way present a deterrent to their own performance.

The Vocational Education Act of 1963 together with the Vocational Education Amendments Act of 1968 (Public Law 90-576) assure that any school district offering vocational education will do so on an equitable basis, even though students may have a disadvantaged background or be mentally or physically handicapped. Part B in the legislation makes provision for the modification of services and special supportive assistance that are often desirable when handicapped students are involved. These "earmarked" funds can be used in a number of ways, depending on local needs and priorities.

It is important to realize that many of the services covered are not needed continuously. Interpreter services, for example, may be very important for a few weeks, then diminish in necessity. Also, many of the expenses for handicapped students, such as ramps and rails, are one-time-only requirements. The following table shows some of these services.

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[23] Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

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TYPES OF PROGRAMS AND SERVICES COVERED BY FEDERAL LEGISLATION

1. Surveys by contract or by staff members to identify
   a. Handicapped population
   b. Methods, materials, equipment and techniques utilized in providing vocational education programs, services, and activities for handicapped persons
   c. Occupational opportunities available to the handicapped
   d. Other agencies, organizations and individuals who are concerned with and knowledgeable about education of handicapped persons
   e. Extent of vocational preparation being provided by other agencies and organizations
   f. Areas in which programs are needed (geographic, population groups, manpower needs, etc.).

2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support

3. Scheduling modifications which require
   a. Additional faculty time
   b. Extended school day, week, or year which requires additional faculty time and other related expenses
   c. Individual instruction

4. Formation and servicing of advisory committee for the handicapped

5. Formation of and participation in activities of coordinating committees to include travel expenses, additional time of assigned faculty member, and additional clerical expenses

6. Modifications of regular program
   a. Special equipment and facilities modification necessary for handicapped persons if they are to succeed in a regular vocational program- includes purchase, repair, and maintenance
      (1) Special materials or signal systems
      (2) Ramps, handrails, and modified work stations
      (3) Simplified equipment and alternative controls for equipment
   b. Curriculum modifications for individual students which may involve additional expenditures
      (1) Additional time allotment needed for skill development
      (2) Special workbooks and/or textbooks
      (3) Task analysis
   c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition
      (1) Psychological services; testing, evaluation, consultation services which are additional to those provided to non-handicapped students
      (2) Reader services for the visually handicapped
      (3) Guide services to lead handicapped students to classes, restroom, bus, etc.
      (4) Interpreter services for the deaf
      (5) Tutorial services
      (6) Teacher training activities
      (7) Vocational orientation for handicapped persons
      (8) Remedial education
      (9) Educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.
      (10) Consultation services which may require extra time in meeting with parents
      (11) Job placement coordinators, job finding, placement, and employment follow-up services
      (12) Program and curriculum development
      (13) Guidance and counseling services which are in addition to that provided to non-handicapped students
      (14) Transportation services which are in addition to those provided to the non-handicapped
      (15) Rental of classroom and office space
      (16) Minor remodeling and alterations of previously completed building space
      (17) Contract with a private agency to provide program services and activities which the local educational agency cannot provide

Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

There is other federal legislation which has important ramifications as well. The Education of the Handicapped Amendments of 1974 (Public Law 93-380, Part B) makes clear that

> "to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Public Law 93-380 further stipulates that grants and contracts are authorized for developing and operating a

> "specially designed or modified program of vocational, technical, post-secondary or adult education for deaf or other handicapped persons."

Priorities are to be given to (a) programs serving multi-state regions or population centers, (b) adaptation of existing programs, and (c) programs serving areas where a need is clearly demonstrated.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) is recent legislation having broad significance for educational services at state and local levels. This legislation adds further emphasis to the concept of "mainstreaming" the handicapped and specifies that the least restrictive educational environment should be provided, consistent with the handicapping condition and the potential of the individual. Certainly for a large proportion of handicapped students, participation in regular classes for a portion of the day is both practical and appropriate. Public Law 94-142 provides special funds for the elimination of architectural barriers in educational facilities where these interfere with the handicapped person's receiving full services.

The Rehabilitation Act of 1973, together with the Rehabilitation Act Amendments of 1974, is another important piece of federal legislation that is designed to help handicapped persons vocationally. The federal program of vocational rehabilitation services is carried out in the form of grants-in-aid to state and local governments. At the community level, once the potential for vocational placement is established for an individual, handicapped clients can receive help in numerous ways through their rehabilitation counselor. For example, they can receive specialized equipment, transportation, books and materials, special and tutorial services, help in communication or interpretation, and such assistance as is necessary to develop (a) living skills, (b) occupational readiness, and (c) job placement.

LIMITED-ENGLISH-PROFICIENT STUDENTS

LEP Characteristics--What Services Do They Need

Limited-English Proficient persons face a number of problems in gaining access to and succeeding in educational programs and in jobs. They are not, however, homogeneous in their makeup, but display a variety of characteristics. Their English proficiency ranges from zero to advanced (but still substandard). Education levels vary from completely unschooled and needful of rudimentary learning tools to highly educated. While some LEP persons are highly literate in their native languages, others may be totally illiterate, or speak a non-written language. Some speak and write a language whose alphabet has Latin characters, or that has other linguistic characteristics similar to those of English, and therefore face an easier transition to English proficiency. Others speak and write languages whose characters are non-Latin, or whose phonology markedly differs from the English phonic sounds, and thus may take relatively longer to make the transition to English proficiency.

Some LEP persons have professional or technical occupational skills but need recertification or English language skills to make their skills saleable in the U.S. job market. Many have skills that won't transfer into the U.S. job market or have no saleable job skills at all. While some are employed, most are underemployed or not employed at all. They are of different ages and are from varying socio-economic backgrounds and have different legal resident status.

LEP populations have a diverse array of cultural backgrounds. Some were born and have lived for a long time in the United States, though many of these people live in the isolation of an urban barrio or a migrant camp, still immersed in a non-mainstream subculture. Others arrived in the U.S. recently, either by their own choice as migrants or immigrants, or by necessity of escape, as refugees. Of the recent immigrants, some are from urban industrialized environments and others are from traditional rural settings totally unlike modernized U.S. society. The cultural diversity among LEP persons presents a broad array of language groups to be dealt with, as well as a myriad of different values regarding time, world view, interpersonal relations, learning style, and attitudes toward education, family, age, occupations, and physical work.

LEP persons face difficulty in seeking, keeping and advancing in jobs. They face language, cultural, and educational barriers at a time when the English-speaking job market requires increasing educational achievement. They often have no transportation, no money for day care, and depend upon secondary job market underemployment or welfare for subsistence. While cultural shock is pervasive for newcomers, longtime LEP residents feel a sense of discrimination and denigration.[24] Both lead to a sense of low self-esteem and lack of self-confidence.[24]

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[24] Jack Reynolds, Kamer Davis and Marta Kelsey, The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability, Washington, D.C.: University Research Corporation, 1978.

LEP persons' objectives and motives for attending education and training classes differ according to the person's characteristics and background. Necessary employment-related services include vocational skill instruction, English-language instruction, job-search-and-readiness counseling, counseling on work habits and attitudes, job placement, basic skills instruction, career counseling, cultural orientation, and survival skills. They often need additional support services to ensure success in employment training and in subsequent employment, transportation, day care, personal counseling, health and mental health aid, legal aid, driver's-license training, financial support, and other services.

Unfortunately, traditional vocational education and employment training programs often are environments that are unfamiliar to LEP students, dominated by a language and culture insensitive or even hostile to linguistically and culturally different persons. While these systems are the keys to acquiring skills for jobs and self-sufficiency, they are taught in English, with prerequisite English proficiency levels. LEP persons often don't comprehend school activities and have difficulty with educational tasks. Dropout rates for LEP persons are high. Thus, LEP persons frequently find it difficult to enter or to succeed in vocational education. They find themselves unable to gain the job skills necessary to break their circle of disadvantagement.

NEED SUBGROUPS WITHIN THE LEP POPULATION

The diversity of need subgroups within the limited-English proficient population defies simple classification. LEP individuals fall at varied points on the following scales:

1. English-language proficiency:
   zero..................................advanced, still substandard

2. Basic educational background:
   nonliterate
   in primary language,
   no formal learning skills..........................highly educated

3. Occupational skills:
   no skills..highly skilled

4. Cultural background:
   non-Western...Western
   pre-industrial...industrial

5. Time in U.S.:
   recently arrived.......................U.S.-born, longtime citizen
   or resident

6. Age:
   youth..adult

7. Language group:
   non-Western, Western linguistic patterns
   linguistically unlike English...................similar to English

This is not comprehensive. Other factors such as legal resident status, socioeconomic class, place of residence, and occupational status also will affect training and education for LEP persons.

Adapted from: *Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California*, California Advisory Council on Vocational Education, 1981.

TYPICAL LEP STUDENTS IN AN ADULT CLASSROOM

These students are all in the same adult classroom. The level and kind of instruction they need are widely divergent.

* * * * * * * *

Marta is 28 years old. She is a Cuban refugee who arrived in this country four months ago. In Cuba she lived in a large city and worked as an elementary school teacher. She speaks English at an intermediate LEP level.

Enrique is 44. He has worked as a migrant farm laborer for several years since he came here from Mexico City. He has a 6th-grade education and reads and writes Spanish at an elementary level. He has an English proficiency of high-beginning.

Monolo is 18. He arrived here last month to join his brother's family from a small mountain village in Northern Mexico. He has no formal education and can't read and write in his own language, an Indian dialect, or in Spanish, his second language. He worked in subsistence agriculture in Mexico. His English proficiency is zero.

Sara is 19. She was born in an urban neighborhood in California. She dropped out of school in the 8th grade because she couldn't understand class work well enough to keep pace. She has worked as a baby sitter. Her English proficiency is high intermediate to advanced LEP.

Tien is 21, from the Capital city of Vietnam. He worked as a lab technician before leaving Vietnam. He has finished one year of post high school technical instruction. His English proficiency is beginning.

Chuob is 32. She is from Cambodia. She has never attended school and speaks only her native tribal language. She was a fisherman's wife in Cambodia. Her English proficiency is zero.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advosory Council on Vocational Education, 1981.

Legal Mandates

Legislation and court action in recent years have addressed the inaccessibility of programs to LEP persons. The Civil Rights Act of 1964, Title VI, prohibits discrimination on the basis of ethnicity and cultural background. The former U.S. Department of Health, Education and Welfare established administrative regulations prohibiting discrimination in any educational program receiving federal funds. The Equal Education Opportunity Act of 1974 extended these regulations to all students in public school, whether or not federal funds were involved.

Lau vs. Nichols, a suit against the San Francisco Board of Education in 1974, found that a school which doesn't provide special English language instruction to students who don't speak English denies meaningful opportunity to participate in the public educational system:

> Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic English skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful...
> Lau v. Nichols, 414 U.S. 563 (1974).

Federal CETA Legislation in 1973 and Federal Vocation Education Legislation in 1976 addressed the issue of equal access to vocational education for persons with limited-English proficiency. The Comprehensive Employment Training Act of 1973 listed persons of Limited-English Speaking Ability (PLESA) as a target population. The Act required Prime Sponsors to provide PLESAs with job-skills, training, counseling and placement in their primary language, to increase participants' English-Speaking ability and to develop job opportunities for LEP participants.

The Vocational Education Amendments of 1976, Title I, Part B, Subpart 3 (formerly Title I, Part J) established bilingual vocational education as a national priority and allotted funds for program development. These programs are to provide bilingual vocational training to persons of limited-English ability who are unemployed or underemployed and who are unable to benefit from English vocational training. The vocational Education Act also required Five Year State Plans for vocational education to include provisions for programs, research and development, and demonstration projects intended to serve LEP persons. Finally, the Adult Basic Education Act (PL 91-230) provides for bilingual adult education for limited-English proficient adults.

The Current Situation

The extent to which the efforts generated by these laws are realizing the intent of the law in vocational education settings is uncertain. Some major problems still exist:

- Many LEP persons never have the opportunity to enroll in vocational programs in high schools. Either they drop out before grades 8-10, or they can't meet the language requisites set for the classes.

- Many LEP students in the K-12 system don't have time to take vocational education courses. They have all of their class time earmarked by compensatory and bilingual education and by basic graduation requirements.

- There is still resistance among LEP persons to studying vocational education in schools because of its lingering association with the "dumb" track. There is also resistance among bilingual teachers and counselors to refer LEP students to vocational programs. There is a "pro-academic" bias among these staff members, often caused by the same negative prejudices about vocational training.

- Most LEP students in educational institutions are placed in bilingual education or ESL classes because of special assistance available. These programs neither provide vocational education nor are they designed to coordinate with vocational education programs.

- Lack of cost-saving open-entry/open-exit training systems and lack of funding priority for special services and special materials to serve linguistically and culturally different students further decrease the likelihood that LEP students will benefit from vocational training.

- Legislative and administrative policies differ greatly on population identification, eligibility, and service guidelines. Systems for comparable population identification and for coordinated needs assessment and program delivery don't exist.

- The increasingly diverse educational levels, language abilities and culture backgrounds which often occur within a single classroom confront even the most prepared teachers with an almost insurmountable challenge.

- Most vocational teachers are not trained in the language and cultural skills specifically needed to serve the needs of LEP persons. Too few multicultural or multilingual staff persons, in education and training and in service agencies, limit the extent to which these programs and services benefit LEP persons.*

*Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, The California Advisory Council on Vocational Education, 1981.

In the last fifteen years or more, both statutes and court cases have called for educational innovations to assure equal opportunity for disadvantaged persons, including those with limited-English proficiency. But problems continue. Many vocational programs restrict access for LEP persons through minimum English requirements, and language classes that these students attend often do not relate to vocational training. Limited career counseling support and a lack of vocational teachers trained to instruct LEP persons often add to these restrictions.

MODULE III

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

A. L. NELLUM AND ASSOCIATES

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MODULE III

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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April, 1983

A. L. NELLUM AND ASSOCIATES

MODULE III

"A Blueprint for Student Achievement"

Instructional Adaptation Strategies for Priority Students in Vocational Education

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ABOUT THIS MODULE

"A BLUE PRINT FOR STUDENT ACHIEVEMENT" IS A TWO DAY INSERVICE TRAINING MODULE FOR VOCATIONAL EDUCATION PERSONNEL. IT IS ONE OF A THREE MODULE SERIES WHICH FOCUSES ON RETENTION, PLACEMENT, AND CURRICULUM ADAPTATION FOR PRIORITY POPULATIONS IN VOCATIONAL EDUCATION SETTINGS.

THIS "PARTICIPANT RESOURCE MANUAL" IS ONE PART OF THE TOTAL MODULE AND IS MAINLY FOR USE BY TRAINEES ATTENDING TRAINING SESSIONS OF "A BLUE PRINT FOR STUDENT ACHIEVEMENT." THE OTHER PART OF THE MODULE IS A "TRAINER'S MANUAL" WHICH WILL BE USED BY THE FACILITATOR CONDUCTING YOUR WORKSHOP.

THE "PARTICIPANT RESOURCE MANUAL" CONTAINS THE FOLLOWING:

- AN INTRODUCTORY SECTION: UNDERSTANDING THE PROBLEM
- PLANNING FOR INSERVICE AT YOUR SCHOOL
- SELF ASSESSMENT GUIDES FOR TEACHERS, COUNSELORS AND ADMINISTRATORS
- HANDOUT MATERIAL TO ACCOMPANY THE TRAINER'S MANUAL
- VISUALS THAT WILL BE USED IN THE SESSIONS
- A LIST OF RESOURCE MATERIALS

THE MANUAL IS DESIGNED TO MAKE IT EASY FOR YOU TO FOLLOW ALONG WITH THE TRAINER AS S/HE PRESENTS THE VARIOUS EXERCISES AND ACTIVITIES OF THE MODULE. SOME OVERALL OBJECTIVES OF THE TRAINING SESSIONS ARE LISTED BELOW:

A. TO REDUCE ANXIETY IN WORKING WITH PRIORITY GROUP STUDENTS

B. TO DEVELOP A BASIC AWARENESS OF CONDITIONS/CULTURAL CONSIDERATIONS

C. TO FOSTER TOTAL SCHOOL COMMITMENT TO SERVING THE PRIORITY POPULATIONS

D. TO INTRODUCE METHODS OF ESTABLISHING AND MAINTAINING AN ENVIRONMENT CONDUCIVE TO LEARNING

THERE ARE FIVE SESSIONS CONTAINED IN THE MODULE, EACH WITH ITS OWN SPECIFIC GOALS AND OBJECTIVES. THESE WILL BE SHARED WITH YOU BY THE FACILITATOR(S) DURING EACH SESSION.

SESSIONS CONTAINED IN "A BLUE PRINT FOR STUDENT ACHIEVEMENT"

I INTERPERSONAL RELATIONSHIPS/TEACHER AND STUDENT

II IDENTIFYING TEACHING STRENGTHS

III IDENTIFYING LEARNER CHARACTERISTICS

IV PLANNING THE INSTRUCTIONAL PROGRAM

V INDIVIDUALIZING INSTRUCTION/ADAPTING INSTRUCTIONAL CONTENT

INTRODUCTION

INTRODUCTION

Understanding the Problem

A major priority in education today, and certainly in vocational education, is to develop ways to respond more effectively to the educational needs of special populations. This group includes the handicapped, economically and educationally disadvantaged persons, men/women in nontraditional occupations, bilinguals, those with limited English proficiency, the gifted and talented, and minority groups such as Blacks, Hispanics, Asians, American Indians, and Appalachians. Children and adults, males and females, who are educationally or economically disadvantaged, culturally different, or handicapped may not be deriving full benefit from the formal educational process either in academic or vocational programs. Many students with special needs leave school each year without the necessary skills to be productive members of our society. Of the special needs groups in school, relatively few receive adequate training for employment.

Teachers, counselors, parents, volunteers, paraprofessionals, and administrators could better prepare students through strategies which encourage access to a wider number and variety of vocational programs. Additional assistance and services should be extended to vocational programs in order to do the job. Performance levels would increase, and special people could compete more effectively on the job market.

All educators must be aware of five essential components of every student's growing and learning process. Anyone who works directly with or influences a student in any way must be prepared to respond to the student's

- basic physical needs
- psychological needs
- requirements for basic educational skills
- basic survival skills
- career development needs

For special students, these five universal needs are often difficult to meet because of physical, psychological, educational, and economic barriers. There are effective strategies for meeting those needs; in some cases, creative strategies or new approaches to existing strategies may need to be devised. In vocational programs, the success of any strategy depends upon the characteristics of the special group to which it is applied. Special people require special help or services in order to enter, perform acceptably in, and complete a regular vocational program. Special needs populations include those of limited English proficiency, the handicapped, the disadvantaged, the gifted and talented and minority groups. Legislative and federal sources as well as non-governmental research groups categorize special populations as follows:

Minorities

- Black Americans
- Hispanics
    - Mexican Americans
    - Puerto Ricans
    - Cubans
    - Latin Americans
- American Indians
    - Including Alaskan Natives or Aleuts
    - Hawaiians
- Appalachian Whites
- Asian Americans

Disadvantaged

Persons who have academic or economic handicaps, and who require special services and assistance in order to complete vocational education programs.

Handicapped

Persons who are

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- emotionally disturbed
- orthopedically impaired
- otherwise health impaired who have specific learning disabilities, and who, by reason of the above,

1. require special educational and related services
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. require a modified vocational education program.

Gifted and Talented

Those persons of great intellectual ability who demonstrate a high level of creative thinking, psychomotor ability, and special aptitude.

Limited English Proficiency

Those individuals who are linguistically different, or whose English-speaking ability is restricted by their environment.

These definitions should clarify the unique characteristics of each special group.

Success also depends on how well teachers, counselors, and administrators relate and respond to the needs of priority students. Each of these people plays a special role and has certain responsibilities in helping the student learner to succeed in the vocational program.

TEACHERS

Vocational teachers play a major role in the social/educational process as providers of services to assist students to fully develop their personal and vocational potential. This can be accomplished through

- assessing the student's needs
  - -to determine appropriate classroom placement
  - -to develop a viable instructional program
  - -to identify opportunities and barriers to the student's success
- providing information to students concerning
  - -qualifications, educational requirements, salary, expectations, and projected job openings in various occupations
  - -assessment of personal interests and aptitudes
  - -work experience opportunities
  - -opportunities for selecting non-traditional occupations
- support services
- survival skills that improve
  - -work attitudes
  - -social and personal behavior
  - -employability
  - -ability to interact with peers, employers, teachers, and parents
- continuous evaluation of and feedback to students on their talents and abilities

Teachers work with students on a continuing basis. They are the one constant link in the educational chain. The positive or negative attitude the student assumes can be attributed to the attitude of a classroom climate set by the teacher.

COUNSELORS

The counselor must be responsive to priority students. The counselor functions as collaborator, interviewer, coordinator, and "all-around friend" to the special student. Counselors

- relate career information
- ensure valid and continuous assessment
- recruit into non-traditional classes

- maintain linkages with community organizations that work with priority students
- arrange for resource speakers and workshops
- provide supportive counseling at critical times
- assist with job development and job placement

Counselors working with priority students should develop and maintain good personal relationships. Devotion and caring are two characteristics that are most beneficial. The counselor must work with parents as well as school staff to make them aware of their feelings toward the person with different needs. The counselor must show how negative feelings may unintentionally reinforce a student's negative self-concept and how positive attitudes reinforce positive self-concepts.

Counselors' functions are many and varied, but the role they play is crucial to the development and happiness of priority students.

ADMINISTRATORS

The administrator provides necessary leadership in organizing and implementing the school program. The critical services the administrator offers to the staff include:

- organized planning and promotion of and participation in preservice and inservice activities designed to improve competencies of instructional and support staff
- analyzing curriculum content, technical information, and other related subject matter
- assisting special instructional staff and support service staff in the selection of facilities, equipment, and instructional materials
- evaluating program and instructional materials; identifying strengths and weaknesses within the operating system
- advocating the role and importance of vocational education for special needs subpopulations in economic development and community growth
- establishing linkages with business, industry, labor, and the community defined broadly to include employers and the agriculture, health and service industries, both public and private, as well as advisory groups representative of those organizations which promote the concerns of special needs subpopulations

Advisory committees should be called upon to assist the administrator. They can participate in

- planning development activities
- providing advice on administrative functions such as
  -budgeting
  -accounting
  -financing
- supporting special bond issues or tax levies to provide equipment and supplies to improve programs

The local administrator must have the support of the community, business, labor, industry, parents, and staff to discharge effectively the responsibilities of managing the vocational education system. The administrator as advocate and implementor can strengthen the responsiveness of the educational system to the special needs learner.

The ten needs listed below are shared not only by all special needs groups, but also by all learners. Our success in meeting these needs will affect the progress of the student through this vital growing and learning process.

Shared Educational Needs

1. To increase options in a variety of occupational roles through career awareness, orientation, exploration, planning, and decision-making activities.
2. To determine educational and vocational requirements, interests, and to improve instructional and support services.
3. To develop a positive self-concept.
4. To provide meaningful hands-on experiences to enhance occupational skills and employability.
5. To improve educational and communications skills within school and work settings.
6. To provide actual work experience to develop positive attitudes to employment opportunities
7. To develop coping and survival skills for problem-solving
8. To increase access to support services.
9. To encourage special needs learners to consider non-traditional educational programs.
10. To acquire the skills for seeking, obtaining, and maintaining employment.

It is helpful here to look at some basic strategies that may help teachers, counselors, administrators, and others who work with students to perform effectively with the priority student.

Students from the priority groups are often underrepresented in vocational education classes and have limited alternatives in selecting a vocational program. These students often lack role models, community representatives, and resource persons who could provide information for broader-based decision-making. Other barriers may arise from physical, geographical or social isolation.

Educators, parents, paraprofessionals, and volunteers who work with students in these priority groups should provide career information that will permit individuals to make realistic decisions about their own destinies. Each of these groups can increase the career options of people with special needs.

What Can Teachers Do?

Teachers need to expand the walls of the classroom to include the community. Alternative classroom experiences should include,

- role models as resource speakers
- instructional materials on careers written to fit specific needs of individuals
- work experiences at actual sites or simulations in the classroom
- plans for students to participate in and visit vocational and career fairs
- field trips and excursions

Teachers should make every effort to relate the special student's instructional program to the work world.

Teachers of special needs learners should provide and encourage

- individualized learning programs
- meaningful classroom experiences
- positive reinforcement
- peer support
- realistic expectations

In order to provide individualized educational experiences and to maintain a climate of warm acceptance, teachers need adequate preservice and inservice training. They must first be able to accept themselves before they can cultivate a positive accepting attitude toward the special needs population they are serving. Teacher attitude change is a long-term process and involves staff development training, positive working relationships with members of special needs populations, and information about their special concerns and problems. In order to provide positive learning experiences for special needs students, the teacher must also know how to plan, instruct, and pace the students in individualized educational programs. System-wide in-service training and assistance will provide teachers with the necessary skills for individualized instruction.

Hands-on experience may increase the capacity of special needs learners to function within vocational education programs and to adjust to the work setting.

Students with no hands-on experience may encounter

- longer training periods once actual employment begins
- limited success in vocational training programs
- difficult transitions from school to the world of work
- employer dissatisfaction with performance levels once vocational education training is completed

Many students with special needs become disenchanted with vocational programs because of the necessary academic requirements for entering those programs. Even students who have an aptitude for the skill to be learned may lose interest because of a lack of related hands-on experiences.

In order to increase student opportunities for meaningful hands-on experiences, instructional materials must include tangible and experiential learning tools. Modified materials and up-to-date equipment should be available. Hands-on experiences should be appropriate to the learner's skill level, interest, and past experiences.

In order to develop and implement learning activities for the special needs student, teachers should be creative in developing and utilizing traditional as well as alternative work settings.

Any activity which allows the student to participate actively and to develop job-related skills should be encouraged. Many hands-on activities require little time to implement. These activities could include:

- demonstration of hand tools use
- manipulation of small parts assembly
- identification and proper use of equipment

The teacher's major role is to prepare students to become mature and responsible individuals with adequate social and personal skills. Instruction may be necessary in such diverse areas as grooming, dress, personal hygiene, or consumer skills. After assessing the individual needs of the student, teachers should implement activities which provide maximum exposure to appropriate social and personal behavior. These activities should include

- sensitivity/awareness sessions to examine values and attitudes
- peer approval to validate appropriate behavioral change
- establishment of trust-centered relationships within a group
- communications skill development to analyze verbal and non-verbal cues

To facilitate these activities, teachers may use audio-visual equipment such as lecture-tape series, video-cassettes, and tape recorders to provide immediate feedback for students in simulations and game scenarios. Teachers may need additional support staff for individualized instruction and small group discussion. Teachers should be aware of all support services available and inform students about methods of access to them. In this way, teachers can help students to experience satisfying social interactions with teachers and peers and to develop better coping and survival skills.

What Can Counselors Do?

The role of the counselor in helping priority learners to develop positive self-concepts demands that he or she provide

- small group and individual counseling sessions that increase positive interactions with others
- positive role models
- assistance to parents in developing or maintaining positive attitudes and realistic expectations
- an educational climate in which both teachers and peers will be more accepting and responsive in their relationships with special learners

Counselors should work with parents, teachers, and administrators by leading workshops and discussion groups on values clarification, stress and behavioral management and setting priorities. Counselors can clarify the role of parents, teachers, and administrators in helping students to develop coping and survival skills, and if necessary, make appropriate referrals to external agencies such as crisis intervention and family and group counseling centers, Bureau of Employment Services, vocational rehabilitation, and mental health programs. Counselors need flexible schedules in order to

- meet with teachers
- make appropriate referrals when necessary (arrange for transportation as necessary)
- interact on a continual basis with students, parents, and community service agencies

The interactions coordinated by counselors will reinforce positive behavioral patterns and will foster improved social and coping skills.

Counselors can expand opportunities for learners with special needs by

- coordinating work experience activities in and out of the school setting
- ensuring appropriate placement in cooperative programs
- providing referral services to cooperating work experience programs within the community to allow learners to gain skill in potential work settings.

What Can Administrators Do?

Administrators should provide necessary leadership to teachers, counselors, and support service staff assigned to work with learners from priority populations to enable them to implement successfully programs designed to increase survival and coping skills. Administrators should play a key role in

- implementing program goals
- providing support services
- evaluating program performance objectives
- redefining program outcomes

Administrators should view efforts to provide special help and to reduce student anxiety and stress as an integral part of program services for these learners.

In order to increase meaningful hands-on experiences for learners with special needs, administrators should

- provide necessary program supplies and equipment
- allocate appropriate space for these activities within the building
- provide flexible schedules to accomodate hands-on activities
- seek additional funding if needed
- initiate and develop contacts with employers and community agencies to provide training opportunities
- act as liaison to promote the program's purpose, goals, and objectives.

The local administrator should work with special learners and their families in the school system and the community to foster acceptance. Interaction with parents and employers, community linkages, inservice training sessions for all staff, sponsorship of youth groups, and the individualization of student educational programs may enhance acceptance. The administrator must be aware of and sensitive to the needs and concerns of priority students and their families in order to make programmatic changes that will assist the student to develop a more realistic and positive self-image. To develop this attitude of sensitivity and acceptance, the administrator should participate in inservice or preservice training to become familiar with the needs of special populations. In turn, he or she will need to make this training available to staff by providing inservice training sessions or release time for them to improve their personal development in a variety of settings.

PLANNING FOR INSERVICE TRAINING AT YOUR SCHOOL

PLANNING FOR INSERVICE AT YOUR SCHOOL

It is not likely that the movement to involve more effectively priority students in vocational education will, like a fad, disappear in a few years. More than likely this trend will become an integral part of the total educational delivery system. Thus, any inservice effort for vocational education must train professionals to identify and be aware of the unique differences among students, and as a great deal of teaching involves the use of common sense, inservice experiences can help staff refine their "common sense" approach to instruction, placement, etc., in order to better serve not only students from priority populations, but all students of vocational education.[1]

Planning for the Needs Assessment

One of the first steps that must be taken in planning any inservice effort is to conduct a needs assessment, which may include three considerations:

- What the vocational education staff perceives as its needs;
- The need to inform vocational education personnel of policy and legislative mandate, etc.;
- The needs as perceived by administrative personnel and presenters.[2]

Previously-conducted needs assessments indicate that inservice programs should address the following:

- Vocational teacher attitudes towards priority populations.
- Identification and characteristics of priority students.
- Evaluation of priority youth.
- Individualization of instruction for priority students.
- Reading assessment of students and materials.
- Assessment and utilization of preferred student learning styles.
- Adapting the learning environment for priority/special needs students.

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[1] Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981

[2] Ibid., p. 35.

- Curriculum modification techniques for classroom and laboratory settings.

- Career information and decision making for priority/special needs students.*

Inservice goals and objectives must be practical, performance-based, and reflective of the needs assessment. They should also reflect competencies needed by vocational education personnel in dealing with priority group students.

Understanding the Need

The Role of the Teacher

Intergroup and interpersonal interaction take place in every classroom and past cultural and sexist biases are often reflected in other subject areas. Therefore, it is important that all staff members and both administrators and teachers be included in inservices. Inservice programs should be designed to develop the ability of the participants to:

1. Be aware of and understand the values, life styles, history, and contributions of various racial and ethnic groups, women as well as men, and various other identifiable subgroups in our society.

2. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.

3. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

4. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

5. Respect human diversity, due process, and individual rights.

6. Relate effectively to other individuals and various subgroups other than one's own.

Teacher Competencies

The purpose of developing an inservice program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

- Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.

* Adapted from: Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981.

- Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.

- Understand the contributions, values, and life styles of women and various racial and cultural groups. Educators should be able to empathize with other groups such as the handicapped, etc.

- Develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own. Such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society.

- Identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability.

- Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.

- Deal with conflict situations in a positive, constructive way which will facilitate due process.

- Facilitate the students' awareness of their own values and the consistency of their actions with those values.

- Coordinate large and small group problem solving activities in the school and the classroom that reassure interdependence and cooperation among students.

- Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

- Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

- Understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes.

- Comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups.

- Understand how individual racism and sexism have become incorporated into institutional policies and programs.

These are only some of the competencies that come to mind when one thinks of developing a positive interpersonal and intergroup environment in schools and classrooms. Local schools may want to incorporate other competencies into their inservice program to meet specific unique local needs. It must again be stressed that local board and administration leadership and support will be a big factor in obtaining widespread teacher commitment to multicultural, nonsexist education in the classroom. On the other side of the coin, most schools will have teachers who are very knowledgeable of and committed to the concept, and these individuals should be utilized as resource persons as well as representatives of advisory groups.

THE ROLE OF THE ADMINISTRATOR

Schools must create an atmosphere for learning which is devoid of all prejudice, discrimination and separatism.

The school administrator, at the central office or building level, has the responsibility for carrying out the policy of the school board, providing supervisory leadership to the rest of the staff, and making the everyday decisions which keep the school running smoothly throughout the year. Once a school board has adopted its policy on multicultural, nonsexist vocational education, it is the administrator who determines by his or her support and leadership whether school board policy remains merely a written statement on a piece of paper, or whether it is translated into visible, viable programs and activities in the school.

It is important for the school administrator to remember several things. One is that as a human being, an administrator has a personal philosophy of life and of education. Both state and local school boards may at one time or another make policy decisions which conflict with an individual administrator's philosophy. Although it would be nice to believe that all administrators would support the concepts of multicultural, nonsexist education, reason and reality dictate that this will not be the case. Administrators who find themselves in such a position must remember that although they are free to lead their personal lives as they wish, they have a professional, moral, and legal responsibility to provide equal educational opportunities to all their students whether they be female or male, minority or majority, and to prepare all their students for the realities of today's world.

Secondly, it must be remembered that minority groups and women are under-represented in administrative leadership positions. Unless attempts are made to get additional community and staff input, many administrators will be faced with developing a multicultural, nonsexist education program drawing upon a somewhat limited white, middle class, male perspective.

The effectiveness of a multicultural, nonsexist education program will depend on the commitment of both administrative and teaching staff to the program. Since the program will most likely be implemented with the present staff, it will be necessary that opportunity be provided for professional growth for all staff members in the area of multicultural, nonsexist education.

Other Steps For Administrators Are The Following:

1. Make sure that the staff, students, and community residents are aware of federal and state laws, state rules, state guidelines, and the local board policy related to equal educational opportunity and multicultural, nonsexist education.

2. Assign responsibility for program implementation. It is important that who ever gets this assignment feels comfortable with the concept of multicultural, nonsexist education. Make sure that staff, students, and parents know who the designated individual is.

3. Appoint an advisory committee and provide operating procedures for the committee. Call initial meeting and work with the committee to assess needs and develop goals and objectives.

4. Establish a standard procedure for dealing with the grievances of staff, students, and parents.

5. Initiate the involvement of staff, students, parents, and community in conducting an assessment of needs for establishing the program. State desired human relations competencies needed by students and staff in behavioral terms.

6. Develop activities which will enable the district to meet its goals and objectives. Identify both internal and external resources. Write up multicultural, nonsexist education plan.

7. Develop an evaluation and a follow-up program.

8. Seek needed financial support from the local and state Boards of Education.

9. Utilize members of the advisory committee as resource persons.

10. Provide inservice training in human relations for board members, administrators, teaching staff, and support staff. Identify teachers that are presently implementing a multicultural, nonsexist program and utilize them as resource persons.

Self Assessment For Inservice Preparation

The next step in planning for inservice at your school is a process of self assessment for voc. ed. personnel. This, in addition to the needs assessment, enables staff to include in the inservice activities those areas of particular concern to staff at a particular voc. ed. location. Some samples of what the self assessment instrument might look like follow.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1. Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff? 1 2 3 4 5

2. Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?) 1 2 3 4 5

3. Have you prepared and disseminated a directive to all staff members affirming a student's right of access to all courses regardless of sex or race? 1 2 3 4 5

4. Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority? 1 2 3 4 5

5. Have you planned inservice activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum? 1 2 3 4 5

6. Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society? 1 2 3 4 5

7. Have you taken affirmative action to provide a balanced staff in terms of sex, age and race? 1 2 3 4 5

8. Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program? 1 2 3 4 5

9. Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex? 1 2 3 4 5

10. Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district? 1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other non job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Is pregnancy of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students of access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 percent minority? Less than 80 percent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Have the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocational and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocational and career oriented course multicultural in nature (emphasis on home economics which deals with many culture-oriented factors)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority and minority students)? 1 2 3 4 5

12. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5

13. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5

14. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5

15. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5

16. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5

17. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5

18. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5

19. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5

20. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5

21. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5

22. Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)? 1 2 3 4 5

23. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females (Majority and minority students)? 1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority students)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

CURRICULUM ASSESSMENT GUIDE

The following questions deal with various areas of curriculum and materials. They can serve as an evaluation tool to determine the areas within your school in which to work to insure effective vocational education for all students.

1. Does your system provide guidelines for evaluating materials for racial and sex-role stereotyping?
2. Are these tools in the hands of those persons choosing and ordering materials?
3. Is your staff aware that it is necessary to teach children of all ages to recognize stereotyping which exists in textbooks and materials currently in use?
4. Does your staff counteract stereotypical materials actively through discussion or creative activities?
5. Is your staff aware that sexist language and racist adjectives in materials must be brought to the students' attention and discussed as such?
6. Do lesson plans reflect an awareness of the need to acquaint students with positive role models?
7. Are materials by and about minorities and women incorporated into history and social studies classes at all levels?
8. Do English courses include literature by women and minority authors?
9. Does your system offer courses dealing with Black and minority history?
10. Does your system offer courses dealing with women's history?
11. Are librarians aware of the importance of the library as a resource for alternative materials not yet incorporated into the formal curriculum?

From: A Guide for the Evaluation of Instructional Materials Under Chapter 622, Massachusetts Department of Education, December, 1980.

EVALUATING THE SCHOOL LIBRARY

1. Is the collection integrated or are sections labeled for either boys or girls?
2. Does the library include materials which discuss psychology, sociology, economics, political science, and history from minority and feminist viewpoints, appropriate to students' age levels?
3. Does the library include a significant number of biographies and autobiographies by and about women and minority members?
4. Does the library include fiction which portrays minority members and females in non-stereotyped roles?
5. Do library displays include feminist and minority-related subjects?
6. Does the library subscribe to and make readily available minority, feminist, and bilingual periodicals and publications?
7. Do materials on career choices offer a wide variety of options for both girls and boys, or do they suggest that certain careers are for girls and others for boys?
8. Do pictorial career displays depict women and minorities in a variety of positive roles?
9. Do library materials meet the standards for non-sexist, non-racist instructional materials?
10. In selecting new library materials, consider the preceding guidelines.

Adapted from: Pennsylvanians for Women's Rights Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, 1974.

A MODEL PLAN COMPONENT

After a self-evaluation and needs assessment have been completed, writing a plan is the next step. A written plan should include long range goals, short range objectives, written description of the activities planned to meet goals and objectives, priority of goals, and target date for completion of activity. Unless there is a written plan of action with target completion dates for activities, very little will be achieved. The following model component is included to demonstrate one possible format.

Statement of Problem: The needs assessment showed that the present electronics shop curriculum has no component which deals directly with contemporary intergroup relations or sex role stereotyping and which would cause students to seriously reflect on their attitudes in these areas. Peer group pressures have been a factor in reluctance of male and female students to sign up for nontraditional classes which they would really like to take.

Goal - Priority No. 3: To develop components on intergroup relations and sex role stereotyping to be integrated into the electronics program as well as to review the entire electronics curriculum to ensure that it supports positive intergroup relations and will serve to lessen stereotyping and prejudice on the bases of race and sex.

Objectives:	Activity:	Evaluation:
To identify electronics programs and materials which will meet the goals of the overall electronics program and deal with intergroup relations and sex role stereotyping as well.	The electronics Materials Adoption Committee will contact publishers and review available materials.	Committee will recommend new materials for adoption next year when new electronics textbook adoption is scheduled.
To identify classroom human relations activities which have been developed for classroom use.	The electronics teachers and coordinator will research area and develop a classroom component of human relation activities.	This classroom human relations resource unit will be presented over the next school term.

Objectives:	Activity:	Evaluation:
To provide inservice for all electronics teachers on effective teaching techniques.	Shop coordinators will plan two, three hour inservice sessions for all electronics teachers during the next year.	All teachers will have been inserviced by ____________.
To develop a pre- and post attitude inventory to measure effectiveness of the human relation component of the electronics curriculum.	The voc. ed. school guidance counselor and the shop coordinator will work together to develop such an attitude inventory.	Attitude inventory will be ready for use in twelve months.

Adapted from: Guide To Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools, State of Iowa, Department of Public Instruction, July, 1980.

HANDOUT MATERIALS

A CHECKLIST APPROACH TO IMPROVEMENT OF STUDENT ATTITUDES

Instructions: Mark your answers (YES, NO, or NOT SURE). Then, take a close look at the items you checked "NO" or "NOT SURE." These could give you a clue to things that might cause your students to form negative attitudes and to make avoidance responses to you, to your ideas, or to the subject you teach.

. . . . . *questions about YOU*

	YES	NO	NOT SURE
1. Do you try to make it easy for your students to learn?	____	____	____
2. Do you speak clearly and use words the student understands?	____	____	____
3. Do your students understand the objectives of your instruction?	____	____	____
4. Do you allow and encourage questions?	____	____	____
5. Do you allow and encourage discussion and free expression of ideas and attitudes?	____	____	____
6. Do you allow and encourage students to pursue their special interests in your course?	____	____	____
7. Are you interested in, and enthusiastic about, what you are teaching?	____	____	____
8. Are your students actively involved in learning activities most of the time?	____	____	____
9. Are your students relaxed and comfortable in your class?	____	____	____
10. Are students given early and frequent opportunities to succeed?	____	____	____
11. Do students feel that the things they are required to do are important and worth doing well?	____	____	____
12. Are student's efforts and successes, no matter how small, given recognition?	____	____	____

..... questions about your instructional materials and equipment

	YES	NO	NOT SURE
1. Do you have a sufficient variety of materials available to give the student a choice?	___	___	___
2. Do the learning materials provide the student with a chance to learn at his own rate?	___	___	___
3. Do the learning materials provide the student with an opportunity for self-appraisal?	___	___	___
4. Is the printed material written at the reading level of the student?	___	___	___
5. Are the learning materials relevant to the objectives of the course?	___	___	___
6. Are the materials appealing and interesting to the student?	___	___	___
7. Are the materials current and up-to-date?	___	___	___
8. Is there an adequate supply of materials?	___	___	___
9. Are the learning materials well-organized, easily located, and readily accessible?	___	___	___
10. Are the audio-visual materials appropriate to the subject and designed for your students?	___	___	___
11. Is the audio-visual equipment in good condition, easy to operate, and readily accessible.	___	___	___
12. Do you involve your students in the selection and preparation of the learning materials?	___	___	___

..... questions about your learning environment

1. Is your classroom or shop adequate in size?	___	___	___
2. Do students have adequate work space?	___	___	___
3. Is the lighting adequate?	___	___	___
4. Are the acoustics adequate?	___	___	___

	YES	NO	NOT SURE
5. Does the seating arrangement encourage your students to contribute and interact?			
6. Is the noise level reasonable?			
7. Do you have convenient facilities for the use of audio-visual equipment and materials?			
8. Is the temperature generally comfortable?			
9. Is the classroom or shop decorated in attractive, eye-appealing colors?			
10. Is there space for posters and displays?			
11. Do your students take a personal interest in the appearance of your classroom or shop?			
12. Do you encourage your students to make suggestions to improve your learning environment?			

. . . . . questions about your administrative rules or policies

1. Do students participate in making rules and policies?			
2. Are the rules and policies based on reason, not administrative convenience or tradition?			
3. Are new students made fully aware of the rules and policies?			
4. Are grades related to individual achievement of learning objectives?			
5. Are the achievements of students recognized by the administration?			
6. Are the achievements of teachers recognized by the administration?			
7. Does the administration encourage teachers to try new methods, to be creative?			
8. Are administrative procedures streamlined and paperwork kept to minimum essentials?			
9. Are teachers provided time to plan and to improve instruction?			
10. Do administrators reward more than punish?			
11. Are the administrators easily accessible to students and teachers?			
12. Does your administration facilitate or hinder learning ?			

Can You Criticize Without Making Enemies?

As a teacher, it will sometimes be necessary to inform your students that they are in error and need to be corrected. While it is always difficult to do this, you need not lose their respect and goodwill if you follow some good rules for helping them.

Do you remember how Will Rogers used to take the hide right off people and make them like it? How did he get away with it? His technique was simple. He always criticized in friendly good humor and with a smile.

Here are some tested approaches that will help you when you must criticize:

1. Never criticize in the presence of others. Make it a private affair.
2. Remember — do it with a smile. This keeps anger out of the picture.
3. Before you criticize find something to praise. This takes the "edge" off your criticism.
4. Appeal to the person's self-interest. This places proper value on why the correction is being made.
5. Make inquiry for reasons why the person made the mistake you wish to correct. This will help you discover his viewpoint.
6. Make criticism constructive.
7. Be moderate in your criticism and wind up with a pat on the back. This will pave the way for a desire to improve.

Ways to Lose Students

With tongue in cheek, and knowing full well that it could never, never apply to your school, we submit herewith 23 tried and tested ways to lose students.

1. Play hard-to-get when students try to find you. This makes them think you're important.
2. Act bored — it looks dignified and professional.
3. If that reference material that they want isn't handy, just tell them that it's loaned out.
4. Don't suggest — tell them. Let them take it or leave it.
5. If they don't learn — freeze 'em. They're so dumb, they'll probably never come back anyway.
6. Tell your students your personal problems. They'll eat this up.
7. Don't worry about your appearance. You weren't hired as a model, anyway.
8. Tell 'em to learn it because "It's good for you" or "you might need it someday."
9. Don't bother to learn the practical application of what you're teaching. What are you — a common laborer?
10. Knock the school board that employs you. They're only capitalists after all.
11. If the student is: (1) thin, (2) fat, (3) very tall, (4) short — don't fail to mention it.
12. Take nothing from anybody. This is a free country, isn't it?
13. Don't ever smile. What's there to smile about — you with your aching corns and headache; besides, you're underpaid.
14. If they don't look rich, patronize them. They'll respect you for it.
15. If they do look rich — give 'em the British accent. That gets 'em every time.
16. Don't read the school's promotional advertisements or bulletins. It's only for the yokels.
17. Never clean up the material on your desk — the mess makes the place look busy.
18. Spell his name wrong. Everyone probably does.
19. Never bother to learn his or her name. Refer to him or her as "you, there." This keeps him in his place.
20. If the student happens to have a complaint, tell him or her you only teach here, you don't make the rules.
21. Never mix with your students. They may have some problems that you can't handle. Avoid finding this out.
22. When talking with members of the community, run down the other instructors. This makes you appear terrific.
23. If your ideas are not readily accepted, argue. This adds spice to the class.

Mind Your Manners

Have you recently listened to a speaker, a teacher or a preacher who, because of his or her personal mannerisms, such as toying with his or her tie, fiddling with a key chain or twirling his or her watch, annoyed and distracted you from what he or was saying?

Handout #1-2

You see, such mannerisms are personality handicaps. Personality handicaps are also success handicaps. In the final analysis, success depends upon impressing others. Peculiar mannerisms are too costly for any teacher to afford.

Here are just a few of the more common mannerisms against which you will have to guard:

- **Gestures** — There are people who would be tongue-tied if they didn't use their hands when they talk. Often their hand waving is distracting attention from what they are saying. Then, you've met the person who always puts his or her hands on your forearm when he or she talks. Remember, it is not body contact that puts across your message. Such gestures are always bad. Speech authorities are agreed that there is no set of rules on gesturing. They suggest, however, that any movement that does not add emphasis or descriptiveness to what you're saying is a bad gesture for it distracts audience attention.
- **Fiddling with things** — Twirling your watch, tossing up the chalk, scratching your ear, picking your nose, fumbling with your coat buttons all are symptoms of "fidgetitis," a fatal disease for any person who has to talk before people. If you are a "fiddler of things," you can be sure you are detracting from what you are saying.
- **Posture** — Certainly, classroom poise does not demand your being like a cigar store wooden Indian. Nor is it advisable to appear like a double-jointed peanut. Don't try to assume an artificial platform pose. You'll make a favorable impression if you will just be yourself.
- **Word mannerisms** — Some people continuously use pet words and phrases which are often quite meaningless. They repeat such things as: "Yep," "Bless your heart," "Well, well, well," "Oh, yeah," "That's super," "OK," "Right," and many others. Don't let such word mannerisms give you the appearance of a sluggish thinker. Words are tools of communication; use them wisely and accurately.

There are many more irritating mannerisms than these listed here, but they will serve as examples of what to guard against. Try to avoid acquiring mannerisms that lessen the effectiveness of your teaching and personality.

Hints for Teachers

The learner must be encouraged to:

1. Want to learn
2. Apply himself or herself diligently
3. Display interest
4. Have aims and ambitions
5. Cooperate with the teacher
6. Think for himself or herself
7. Be enthusiastic
8. Follow instructions
9. Discover own weakness
10. Be patient
11. Exercise perseverance
12. Respect authority
13. Be cheerful
14. Develop a sense of humor
15. Become a leader

The teacher must:

1. Know his subject
2. Prepare lesson plans
3. Select necessary equipment
4. Utilize suitable materials
5. Wear clothes suited to job
6. Be neat in appearance
7. Be enthusiastic about work
8. "Catch" learner's viewpoint
9. Use good English
10. Be specific
11. Use direct, simple speech
12. Know learner limitations
13. Use correct terminology
14. Be tactful and diplomatic
15. Be firm yet fair
16. Praise individual effort
17. Be self-critical
18. Avoid talking too much
19. Avoid distracting gestures
20. Avoid reading to class
21. Alleviate student fatigue
22. Develop a sense of humor
23. Control learner behavior
24. Encourage questions
25. Develop the art of questioning
26. Be loyal to the "boss"
27. Cooperate with fellow teachers
28. Test and rate learner's progress

The instruction method should:

1. Appeal to maximum number of senses
2. Arouse learner's curiosity
3. Appeal to learner's interest
4. Be suited to learner's background.

5. Stimulate desired thinking
6. Produce desired response
7. Provide for individual differences
8. Permit "doing" opportunities
9. Induce group participation
10. Involve use of blackboard and other visual aids
11. Alternate telling with showing
12. Alternate showing, telling with doing
13. Include demonstrations when possible

You Are a Model Every Minute of Every Day

You may know the poem — *Children Learn What They Live*. For our inservice classes with teachers, we've written a spin-off to remind you just how much your behavior influences the students you teach.

> If the teacher demonstrates enthusiasm, the student will learn the joy of working at a daily task.
>
> If the teacher demonstrates a sense of humor, the student will learn to laugh while he works and plays.
>
> If the teacher demonstrates creativity, the student will learn to inquire.
>
> If the teacher demonstrates flexibility, the student will learn to adapt to change.
>
> If the teacher demonstrates compassion, the student will learn to care.
>
> If the teacher demonstrates a sense of security, the student will learn to trust.
>
> If the teacher demonstrates sincerity, the student will learn to be honest and sincere.
>
> If the teacher demonstrates total commitment to his chosen vocation, the student will learn responsibility and self-discipline.
>
> If the teacher demonstrates tolerance and understanding, the student will learn to be patient.
>
> If the teacher demonstrates perception of self and others, the student will learn an awareness of himself, his peers and others.
>
> If the teacher demonstrates love for people and life, the student will reflect this love in his daily encounters. Love is reflected in love.

Self-Evaluation Check List For Teachers

1. Do I make both long-range and unit plans in such detail that a substitute would be guided by these plans?
2. Is my room attractive and representative of the subject being taught?
3. Does the atmosphere in my classroom reveal a pupil-teacher relationship of friendliness and mutual respect?
4. Do I handle details of classroom routine efficiently and without confusion?
5. Do I make assignments so clearly and effectively that my pupils understand exactly what to do and are motivated to accomplish it?
6. Do I help my pupils to be aware of the purpose of each assignment and classroom activity?
7. Do I relate each classroom activity to the students' experiences and interests?
8. Do I find ways of involving pupils in the planning and carrying out of classroom activities?
9. Do my pupils do most of the talking in my class?
10. Do my pupils have opportunities for varied speaking experiences in my class, such as oral reports, drama and roleplaying, symposium, open forum, debates, panel discussion, etc. ?
11. Do I plan frequent, brief writing activities?
12. Do I require papers to be written legibly and neatly?
13. Am I developing in pupils a sense of responsibility for spelling words correctly?
14. Am I encouraging my pupils to make effective use of the Learning Resource Center?
15. Am I giving my classes specific training in using the dictionary?
16. Are my pupils adding a significant number of new words to their vocabulary?
17. Am I serving as a facilitator for learning for my pupils and refraining from doing all of the acting myself?
18. Am I using means to develop in my pupils improvement in reading as well as an avid interest in reading?
19. Am I helping my students to make wise, discretionary use of television programs and movies? Am I relating these to the classroom learning?
20. Do I utilize current happenings in planning classroom activities?
21. Do I utilize sufficient variety of learning activities to challenge the interest and ability of pupils in my classes?
22. Do I give individual and group help to the slow learners in my classes?

23. Am I using audiovisual education resource films, filmstrips, records, transparencies and tapes to good advantage for my classes?
24. Have I learned as much as I can about the individual pupils I teach — their interests, talents, health, home background, ability, goals, etc. ?
25. Am I using community resources as effectively as I can in order to make my instruction meaningful and relevant?
26. Do I like the pupils I teach?
27. Do I like the teaching I am doing?
28. Have I talked to the parents of my pupils?
29. Do I work cooperatively with my professional peers and seek to learn from them and to help them also?
30. Am I participating actively in the general responsibilities of my school?
31. Am I willing to give time to a committee designed to improve a course of study or choose a textbook?
32. Does my life reflect an attitude toward learning which might be emulated by my students?

The Teacher Who Helped Me Most

1. Cooperative, democratic attitude
2. Kindliness and consideration for others
3. Patience
4. Wide variety of interests
5. General appearance and pleasing manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject

Witty developed this list on the basis of thousands of responses by children in grades 2 through 12 from all over the nation.

Student Opinionnaire on Teachers

The following student "opinionnaire" was administered in the twelve junior high schools of the Chattanooga system to all teachers and librarians with the exception of full-time guidance teachers and special education teachers with each of the 252 faculty members rated by two different classes. The ten characteristics included in the questionnaire are listed below.

What Is Your Opinion Concerning:

1. Knowledge of teacher in the subject taught? (Has thorough knowledge and understanding of his teaching field?)
2. Ability of teacher to explain clearly? (Are assignments and explanations clear and definite?)
3. Teacher's fairness in dealing with students? (Is fair and impartial in treatment of students?)
4. Ability of teacher to maintain good discipline? (Keeps good control of the class without being harsh? Is firm but fair?)
5. Sympathetic understanding shown by teacher? (Is he patient, friendly and considerate?)
6. Amount you are learning in this class? (Are you encouraged to do your best? Are you learning much?)
7. Ability teacher has to make classes lively and interesting? (Shows enthusiasm and a sense of humor?)
8. Ability of teacher to get things done in an efficient and business-like manner? (Has foresight and plans thoroughly and well? Little time wasted?)
9. Value this subject has for you? (Are the problems and topics studied useful and valuable?)
10. General (all-around) teaching ability of teacher? (All factors considered, how close does teacher come to your ideal?)

ENCOURAGEMENT WORKSHEET

Below are some phrases that are commonly heard in classrooms. Put an E next to the sentences that are encouraging. Put a D next to discouraging sentences. Can you identify the flaws in the discouraging words? Why do they have a discouraging effect? Why would the encouraging sentences have a positive effect? Write a few words to indicate your thinking next to each sentence.

____1. That was just beginner's luck. ____________________

____2. Well, you're still a long way from being a good student. ____________________

____3. You've made a big improvement on this week's math quiz. Last week you got six right. This week, eight are correct. ____________________

____4. I never would have believed that you could handle that assignment. ____________________

____5. I think you have what it takes to tackle that project. ____________________

____6. If you held your book a little further from your face, your eyes might not get so tired. Just a suggestion. You decide. ____________________

____7. The class is doing an excellent job of keeping the art supplies in order so that everyone can find what they need. ____________________

____8. Your multiplication is improving, but you still need to work on making your papers neater. ____________________

____9. If you study every night, there is absolutely no reason why you can't pass the test at the end of the week. ____________________

____10. You're always biting off more than you can chew. ____________________

____11. I appreciate your help. The boards are much easier to write on since you washed them. ____________________

____12. How nice you could figure that problem out for yourself. Your skills are growing. ____________________

____13. A kindergarten student could do it better than that! (said to an older student. ____________________

____14. You've figured out how to find the books you need in the library. That's terrific! ____________________

____15. You do a fine job of bringing everything you need to class. ____________________

____16. So--you finally finished something. ____________________

____17. It's true that you made a mistake. Let's see what you can learn from it. ____________________

*SELF EVALUATION EXERCISE: CONCEPTIONS OF STUDENTS

Using the following descriptions, write the names of students from the priority populations which you have taught, counseled or worked with in some way. Select twelve different persons (i.e., if the same person comes to mind in a later description, select another) so that at conclusion you have twelve different names on the paper. (No one else will see the names--they are only for your use.)

1. The first male handicapped student whose name comes to mind.
2. A female student you found hard to understand.
3. A Black male student you would like to help.
4. The first female special education student who comes to mind.
5. A male special education student you would like to know better.
6. A Black female student you liked.
7. A male limited English proficient student whom you liked.
8. A female handicapped student you would like to help.
9. A male Hispanic student whom you don't like.
10. A female student whom you don't like.
11. A Black male student you found hard to understand.
12. A female Hispanic student you would like to know better.

Matching and Naming

Next, select student #1, #4 and #8. After asking yourself the question, "Which two of these three are alike in some important way and different from the third?" select those two and put them together. Next, ask yourself the question, "How are they alike?" describing this similarity in your own words by a word or phrase. Using the attached page, circle the two persons whom you thought were alike and write your word or phrase describing how you see them as being alike. Continue this procedure for the following nine triads.

*Adapted from work by Clyde Parker, University of Minnesota

Handout #4

WORKSHEET FOR SELF EVALUATION EXERCISE

Students' names (from description of previous page):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Triad	Three Names	Your Description
a. 1-4-8		a.
b. 2-5-9		b.
c. 3-7-10		c.
d. 4-6-11		d.
e. 1-5-12		e.
f. 2-6-9		f.
g. 3-4-10		g.
h. 5-7-11		h.
i. 7-8-9		i.
j. 10-11-12		j.

JOHN SMITH: A CASE STUDY

John and his family recently moved to the community. He is a 16 year old Black youth and will begin the 10th grade in the Fall. In his previous school he was placed in a classroom for the educable mentally retarded. After reviewing John's records, the school psychologist and Director of Special Education decided to conduct an educational assessment and a placement staffing. This is a common practice in most school districts for new students who have transferred from special education programs in other districts, as well as for students in the district who are referred for special education services. This school district, like others in the state, is required to conduct an assessment and placement staffing for each special needs student at least once a year and more frequently if necessary.

The school psychologist assembled and reviewed all of the information from John's previous school records. Based on the available test information and other data, the school psychologist evaluated John using a series of aptitude tests and interest inventories.

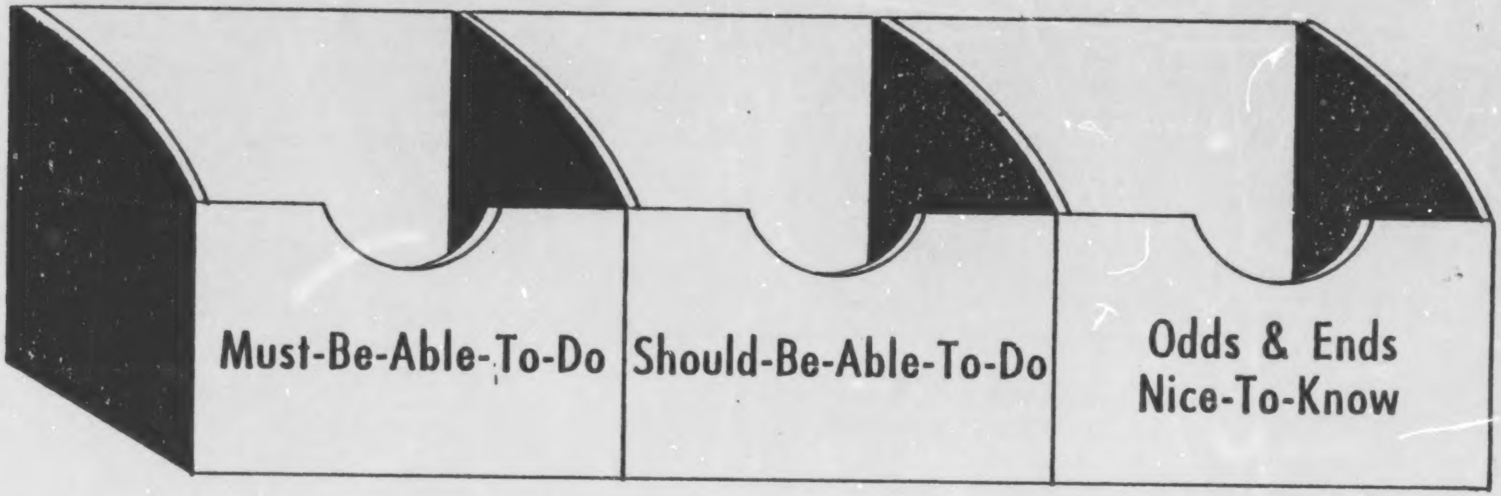
For the first two weeks of school, John was placed in several regular classes and in a special education resource room. The resource room teacher used a number of diagnostic exercises during the first two weeks of school to assess his skills and aptitudes in: basic math and measurement, verbal communication, writing, sequencing, spatial perception, and a number of other areas. Ms. Brown, the resource teacher, also closely observed the development of John's social relationships with his fellow students. In addition to being placed in English, American History and General Math, John was also enrolled in an introductory auto mechanics course. Each of these regular class teachers was asked by Ms. Brown to provide John with as many exploratory experiences as possible during the first two weeks.

During the third week of school, the Assistant Director of Special Education for the school district scheduled a meeting of John's teachers, a counselor, the school psychologist, and his parents. At the meeting, the psychologist presented and discussed the information he had accumulated from the records and through testing. Ms. Brown indicated that the diagnostic exercises in the resouce room had shown John in need of extensive additional help in basic math processes (addition, subtraction, multiplication, and division) and in writing. The auto mechanics teacher, Mr. Bryant, noted that John is extremely interested in working on small gas engines because he has a mini-bike. Mr. Bryant felt that with some extra help in math and measuring, John can continue in the regular class.

During the discussion, John's problems and strengths in different basic skill areas were recorded on a Learner Analysis Profile chart. After 45 minutes of discussion, a comprehensive "picture" of John begins to appear on the profile chart. John's parents and teachers are able to see graphically the areas from several presented on the profile in which John will need special assistance. Based on the profile and the discussion which has taken place, the group decides to keep John in the five classes in which he is presently enrolled. However, the Director suggests that the group meet again after the first semester to review John's progress.

As the meeting comes to a close, the teachers appear to express a common interest and concern for John. The auto mechanics and resource room teachers decide to schedule a weekly meeting to coordinate some of the resource room instruction in basic math with the applied math John will be learning in the auto mechanics class. By listening to each other's experiences with John, both the teachers and his parents feel that they have a more extensive and thorough understanding of John's educational needs. His parents also feel quite satisfied that the school is making an extended effort to address their son's individual needs.

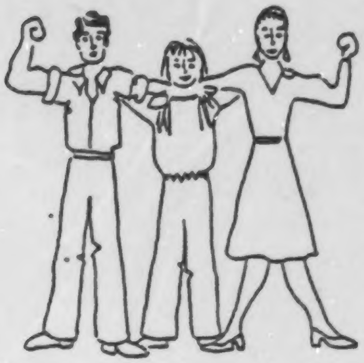
"STORAGE BINS"


Must-Be-Able-To-Do
Should-Be-Able-To-Do
Odds & Ends
Nice-To-Know

Handout #6

Handout #7

Data on Student Needs



As indicated earlier, student needs can be classified as physical, social, emotional, and educational. **Physical needs** have to do with the health of the students. Here are some questions that you may want to consider as you seek data related to physical needs. Is the student getting an adequate amount of undisturbed rest? Does she/he have an adequate diet for growth purposes, physical activities, and body structure? Has the student had professional dental examinations, eye examinations, general physical health examinations? Does he/she have adequate and safe housing? Does the student know about, and understand the importance of, safety devices when using equipment, machinery, and supplies in his/her environment?

Basically, **social needs** have to do with interpersonal relationships and group interactions. Here are some questions you may want to consider as you seek data related to social needs. Do family members take an active interest in the achievement of the student? Does the student participate willingly in group activities? Is his/her behavior accepted by peers? Does the student have a group of friends? Does the student participate in extracurricular activities at school and/or in the community? Of course, you must remember that although human beings are social creatures, each one varies in the amount and kind of social contacts needed. Do not generalize that everyone needs to join a certain number of clubs; the student may have social contacts of which you are unaware.

Emotional needs are closely associated with social needs, for emotional needs are satisfied through the socialization process. One should not, however, make sweeping generalizations about how people should interact. There are "loners" whose need for human interpersonal relationships is minimal. There are "socialites" who are overly dependent on human interpersonal relationships. Despite these healthy individual differences, there is information relating to those emotional needs common to most people that you will want to obtain. Can the student take a joke? Does he/she have a sense of humor? . . . a healthy outlook on life? Does he or she have frequent headaches or other health disturbances? Does he or she overact when disagreed with (e.g., cries, hits things, stomps out of the room)?

Data on **educational needs** is essential if students are to succeed in your classes. Therefore, you will need to accumulate data to answer the following questions. What does each student aspire to be? Does the student enjoy school work? Do the student's parents reinforce his/her educational achievements? What reading level has each student achieved? What mathematical concepts does each student possess? What study skills has each student mastered? If scientific principles or manipulative skills are associated with your occupational specialty, you would need to collect information on each student's level of ability in these areas.

From: American Association for Vocational Instructional Materials, University of Georgia

Data on Student Interests

Knowledge of student interests frequently can be put to good use when motivating students to undertake a learning task. The three categories of interests to be explored here are personal interests (e.g., collecting stamps), school interests (e.g., participating in sports), and occupational interests (e.g., holding a part-time job).

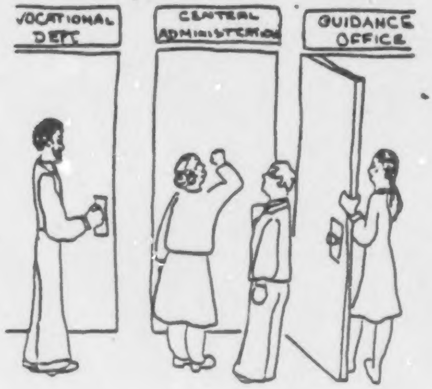
Personal interests usually develop as students explore the world around them. The broader the opportunities to explore, the broader their interests are likely to be. As people mature, they usually settle on a few major interests. Usually one can get at these personal interests by asking students about their hobbies. For example: If the student has a few spare moments after school or over the weekend, how does he/she spend them? Does he/she share this hobby(ies) with others? Does he/she ever place this hobby(ies) on exhibit?

School interests involve both the courses a student chooses to take, and the extracurricular activities in which he/she participates. You need to consider the following areas: What courses has the student completed? What courses is he/she presently enrolled in? What electives has he/she chosen to take? School interests also evidence themselves through students' choices of friends, and the clubs and sporting events in which they participate, etc.

Occupational interests involve any work-related preferences. What career has the student chosen, if any? What occupational areas hold the most interest for him/her? What are his/her long-range career goals and aspirations? What work experience has he/she had?

Locating Available Student Needs and Interests Data

Much of the student needs and interests data you will want to obtain are already available at your school. The three main sources of available data are the school's central administrative office, the guidance office, and the vocational department.



In the **central administrative and/or guidance office,** you can usually find some type of cumulative records for each student. These records contain varying amounts and kinds of information about the family background of students (generally, the home address, parents' names, marital status of parents, parents' occupations, and number of children in the family are recorded). From such information, you might gain perspective as to the sizes and kinds of families from which your students come, and you may be able to gain some insights into the common problems and concerns of individual students.

In these records, you will also probably find records of subjects taken; grades received in each subject; cumulative grade-point-averages; atten-

From: American Association for Vocational Instructional Materials,
University of Georgia

dance records, including reasons for absences; extracurricular activities; awards received; and, in some schools, standardized achievement test scores and anecdotal records. In addition, the cumulative records may contain records of students' standardized aptitude test scores, reading test scores, standardized interest inventory test results, personal preference scores, and vocational interest inventory test results. Counselors should be contacted for help in interpreting any of these test scores, if necessary, and for discussion of additional information you need about your students.

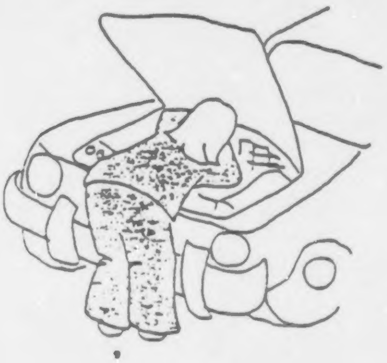
As indicated above, most teachers find that they can save themselves much effort if they go to school records as the first source of information. However, no amount of pertinent information serves a practical or reasonable purpose unless it is used intelligently. You must take care to treat the information you collect in the strictest confidence, releasing it only to appropriate personnel according to school policy and right-to-know regulations. In addition, you must avoid prejudging a student based on sketchy data or limited sources of information. Determining a student's needs and interests does not mean stereotyping him/her or setting up a "self-fulfilling prophecy" of failure or difficulty (e.g., expecting a student to fail, and creating a climate in which that expectation becomes a reality). It means gathering relevant data about the student from a variety of sources, and then remaining flexible and open enough to allow the student to be an individual who is more than a name on a folder or a score on a test.

Keeping in mind the importance of confidentiality, you may want to transfer the particular information you need from school records to your own class records in a form that will be more directly usable to you. For example, you may want to allow space in an overall class profile for specific family data, or you may wish to set up a card file or folder for each of your students. Using records that are already available is a wise procedure from two standpoints: (1) it helps you in organizing and interpreting generally accepted information for your particular use in program planning, and (2) it avoids duplication of effort on the part of both students and teachers in gathering information. Of course, these records should be kept in files (preferably locked) to which students do not have access.

In the vocational department, you may find that folders already exist for some of your students who have had exploratory courses in junior high school and/or in the ninth or tenth grades. Having this information can be valuable as you plan and teach your classes. For example, you may be able to determine what content students already have been taught, the experiences they have had in the laboratory, and how well each student achieved the objectives. You may also find a record of the job experiences each student has had.

Instruments and Other Techniques for Collecting Needs and Interests Data

While much data on students' needs and interests will be readily available, directly or indirectly, in school records, you may find that some information is either missing, or in need of updating, verification, or explanation. In determining students' occupational needs and interests, for example, you will probably have to go beyond examining the available records. By enrolling in your vocational program, a student already has indicated some degree of interest in your special occupational area. Casual conversation about how students spend their spare time will also generally reveal some of their vocational interests. A vocational teacher should remember that awareness must precede interest. Thus, students' initial interest in any occupational area may be very limited due to the minimal knowledge about and/or lack of first-hand experience with the jobs or positions with which your vocational area deals. Care must be taken to help a student explore a wide variety of occupational activities, so as to help the student make an informed occupational choice as he or she progresses through school. It is a teacher's responsibility to help broaden students' occupational interests before they select a career to pursue for job entry.



Other ways of determining occupational interests include use of various vocational interest inventories, visits to the students' homes, discussions with parents, and observation of students during periods when they are free to choose activities which interest them. Laboratory activities, especially when students are given an opportunity to choose projects or work activities of personal interest, often give some indication of a student's occupational interests. A repeated desire by a student, for example, to construct various metal projects using the electric arc or oxyacetylene welder may suggest a strong interest and possibly a high aptitude as well for mechanical work and construction-type activities.

Standardized Tests

We said earlier that school records in the central office or guidance office may contain standardized test scores (general ability tests, aptitude tests, general interest surveys, vocational interest inventories, etc.) Such tests can give you insight into your students' educational needs and general occupational interests. If these scores are missing, or if you think the information may need updating (e.g., information on your students' reading abilities), you may want to make arrangements through the guidance office to have one or more of these standardized tests administered. Three such recommended tests are the **General Aptitude Test Battery (GATB), the Ohio Vocational Interest Survey (OVIS), and the Kuder Personal Preference Scale.** The GATB is divided into separate tests that measure general learning ability (B), verbal ability (V), numerical aptitude (N), spatial aptitude (S), form perception (Q), motor coordination (K), finger dexterity (F), and manual dexterity (M). Standardized vocational interest surveys such as the OVIS and Kuder are designed to help students identify and understand their interests and preferences for particular activities. From these preferences, a diagnosis can be made of the occupations which most closely match their interests.[1]

Questionnaires and Checklists

Sometimes the students themselves are the best source of information on their needs and interests. For example, when you want to know how students spend their spare time, or if you want to check their perception of their needs and interests against those revealed in standardized tests, it makes sense simply to ask them. There are two ways you can obtain such information: (1) holding informal discussions with students, and (2) administering simple questionnaires and checklists which you locate or develop yourself. In a questionnaire, you could ask students to respond to such questions as—

1. What do you see yourself doing five years from now?
2. What magazines do you read regularly?
3. What is the name of the last book you read?
4. What types of books do you most enjoy reading?
5. What was your favorite subject in elementary (junior high, high) school?
6. Why did you enroll in this course?

If, in answer to the first question, a student answers, "driving my Mercedes Benz to my job at the gas station," he/she may need help in planning more realistically (unless other information about the student tells you the Mercedes is a distinct possibility). If most of the class voluntarily reads the same magazine, this could give you some insight into the kinds of things that interest them. If a student's favorite subject is in an area totally unrelated to your program, you would probably want to explore further why the student is in your course, or why he/she did not choose a program related to the favorite course he/she identified.

Samples 1 and 2 are examples of checklists you can locate or develop to determine students' felt needs and interests. Sample 1 asks students to make a choice between two items or activities. Sample 2 was developed to get at needs relating to attitudes and practices important to success in allied health occupations.

Discussions with Students, Parents, and Other Staff Members

Sometimes simply encouraging students to discuss their needs and interests can give you useful information not revealed in school records. This is especially true if some data you have obtained needs further explanation. For example, if the student's cumulative folder lists no extracurricular activities, or you want to find out whether a student has had any leadership responsibilities in the clubs or organizations listed, discussion with the student would be a good way to get further information. To get to know your students better, you could talk about hobbies, what they did over summer, what they like to do in their spare time, what kind of books they enjoy reading. You might later want to record any information on needs and interests in the cumulative folder of the student(s). If possible, you may want to set aside half an hour before and after school so students

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[1] Further information on the variety of standardized tests available, and the information on students' needs and interests they can give, is available in Module F-1, *Gather Student Data Using Formal Data-Collection Techniques.*

can come to talk with you or work on their projects. This less formal atmosphere is more conducive to getting to know your students' needs and interests.

Especially if you are teaching at the secondary level, some information can best be obtained through interviews with students' parents, peers, or with other staff members such as other teachers, the guidance counselor, or the school nurse. Through such discussions, you might gain insight into how the student gets along with friends or others outside the school environment, or the reasons for low grades in certain subjects. The need for an explanation of an item in an anecdotal record, or help as to activities that have motivated a student or class, might also prompt you to hold formal and/or informal discussions with persons other than the students themselves. In talking to a student's peers, you should of course be careful not to ask personal questions, or to set up a situation in which the peer becomes an "informer."

CUMULATIVE
RECORDS

To summarize, you will want to gather information on your students' needs and interests to help you in your instructional planning. Much data is usually available in school records in the central office, guidance office, and vocational department. If necessary, you can arrange to have standardized tests administered, and you can use questionnaires and checklists to obtain additional information. Informal discussions with students, their peers, parents, and other teachers can also provide insights to students' needs and interests.

Optional Activity

For further information on the rationale for collecting data on students' needs and interests, the kinds of data one should collect, and the means by which it can be collected, you may wish to read Tyler, *Basic Principles of Curriculum and Instruction*, pp. 5–16; and/or Sylvius and Curry, *Teaching Successfully in Industrial Education*, pp. 13–30.

Optional Activity

You may wish to arrange through your resource person to meet with an experienced teacher in your occupational specialty to discuss further the rationale and procedures for determining the needs and interests of students. Specifically, you could discuss (1) why it is important to have such data, (2) how this teacher collects the data and organizes it in usable form, and (3) the uses to which he/she puts the data in planning units, lessons, and learning activities, and in selecting teaching techniques.

Handout #9

Preparing Transparencies and Handouts

Transparencies

- Transparencies **illustrate** and/or **emphasize** a point being made by the teacher; they do not substitute for the teacher.
- Keep the transparency simple. Preferably, a transparency should deal with only one main point. Too much detail or information on one transparency is distracting and confusing rather than enlightening.
- Avoid masses of black area, especially with photocopy. It will not show up as solid black, but as blotchy.
- Put only 6–7 words per line.
- Put only ten lines or less on a single transparency.
- Do not overuse color.
- Lettering should be large enough to be read easily by students in the last row (minimum size ¼ inch).

To simplify a transparency which is, of necessity, complicated (e.g., the internal workings of the human body), overlays may be used. This is a **series** of transparencies, each containing a simple portion of the whole. Used one at a time, they are each simple. Placed one over the other, they show the whole system, and the relationship of the simple parts to the whole system. Take, for another example, a transparency used in support of a lesson on normal and abnormal heartbeats. The basic mounted transparency could be the graph without any data. The first overlay could show the pattern of a normal heartbeat. The second overlay could show the pattern of an abnormal heartbeat. A different color could be used for each transparency. In this way, simplicity can be maintained.

Transparencies can be prepared by hand using a special nylon- or felt-tip pen containing water base ink. These are not generally very high in quality.

The simplest way to prepare a transparency by machine is to use an infrared photocopier. The master for the infrared photocopier must have a carbon impression. Therefore, if your master does not contain carbon, you can remedy this by preparing a xerographic photocopy of the master and then using the photocopy as a master. Directions for using the infrared photocopier to run a transparency are given in the operations manual for the machine.

Handouts

The quality of handouts may vary depending on their purpose. Generally speaking, using a xerographic photocopier produces the most professional-looking copies—then mimeographing, then dittoing, then using the infrared photocopier. The xerographic photocopier is also the most expensive, so duplicating large quantities by this method must be carefully justified. Stencils take time and care to prepare, but they save well and can be reused year after year. Typewritten or handwritten ditto masters are fairly simple to prepare; the quality of the copies is adequate, but not professional-looking. Infrared photocopies don't hold up well and this is a more expensive process. However, the infrared photocopier will make ditto masters. This means that if you have a magazine article, or a single copy of information, you can use the infrared photocopier to prepare a ditto master of the material. Then, the material can be duplicated on the ditto machine.

No matter what method you choose, the handouts you give to your students should be clear, logical, straightforward, concise, error free and, above all, legible.

From: American Association for Vocational Instructional Materials, University of Georgia

The following Case Studies describe how four vocational teachers prepared and duplicated teacher-made materials for their classes. With the criteria for selecting the best method of reproducing materials in mind, read the situations described.

CASE STUDIES

Case Study 1:

Mrs. Jones, the home economics teacher, wanted each of her students to make one dozen chocolate chip cookies. She wanted to give each student a copy of the recipe, so she took her personal copy and made a xerographic photocopy for each of her 60 students.

Case Study 2:

The students in horticulture wanted to sell the Easter lilies they were raising. They decided to advertise by preparing a handout to give to each of the school's 5,000 teachers, students, and other staff. One of their teachers, Mr. Mudd, agreed with their idea and offered to help them. He prepared a beautiful stencil explaining the sale, complete with a sketch of an Easter lily. He ran off 5,050 copies on the mimeograph machine using varied colored paper and arranged with the office for the handouts to be distributed. The duplicating bill could be paid from the proceeds of the sale.

Case Study 3:

While he was reading *Popular Mechanics* after school one day, Mr. Jameson, a T&I teacher, came across a ten-page article which would supplement the next day's lesson perfectly. It gave diagrams and pictures and explanations of some up-to-the-minute developments. Due to the nature of the material, he used the original article as a master and used the infrared photocopier to prepare the 30 copies he needed for his class. Then, he put them in his car and went to meet his wife at the pool for a swim before supper.

Case Study 4:

Mr. Quinn, the business and office education teacher, was teaching a lesson on typing business letters. One member of the class, a transfer student, had in her notebook a two-page mimeographed guide for typing business letters that she had gotten at her last school. Mr. Quinn had two of his students make xerographic photocopies of the mimeographed sheets, run another ditto master on the infrared photographer, and then run enough dittoed copies for the class to use that same period.

BELOW IS A CRITIQUE FORM WITH SPACE PROVIDED FOR YOU TO PREPARE A WRITTEN CRITIQUE OF EACH OF THE FOUR CASE STUDIES. EXPLAIN IN THE SPACE PROVIDED (1) WHAT THE TEACHER DID CORRECTLY, (2) WHAT THE TEACHER DID INCORRECTLY, AND (3) WHAT THE TEACHER SHOULD HAVE DONE INSTEAD.

CRITIQUE FORM

CASE STUDY 1:

CASE STUDY 2:

CRITIQUE FORM (CONTINUED)

CASE STUDY 3:

CASE STUDY 4:

Handout #11

EXAMPLE
A STUDY SET

THE HOWS AND WHYS OF COFFEE BREWING

(This study set was developed to accompany a lesson of the same title in ELEMENTS OF FOOD PRODUCTION AND BAKING; Bobbs-Merrill Educational Publishing Co., 1971.)

New Vocabulary

Coffee
Decaffeinated
Drip or Urn Grind
Fine or Vacuum Grind
Regular Grind

The Hows and Whys of Coffee Brewing

A. Coffee
    Use fresh coffee
B. Storage
    Store coffee in a cool, dry place
C. Grind
    Use the right grind for your equipment
D. Water
    Use pure water
    Water temperature should be near 200°F when it reaches coffee grounds
E. Brewing in an urn
    Measure carefully
    Use two gallons of water to one pound of coffee
    Spread fresh drip grind coffee in the filter
    Pour fresh boiling water over the coffee
    Remove filter when water has dripped through

Questions

1. Why is accurate measurement important in brewing good coffee?

2. Should you boil coffee? Why?

3. Is the grind of the coffee important? Why?

Handout #12-1

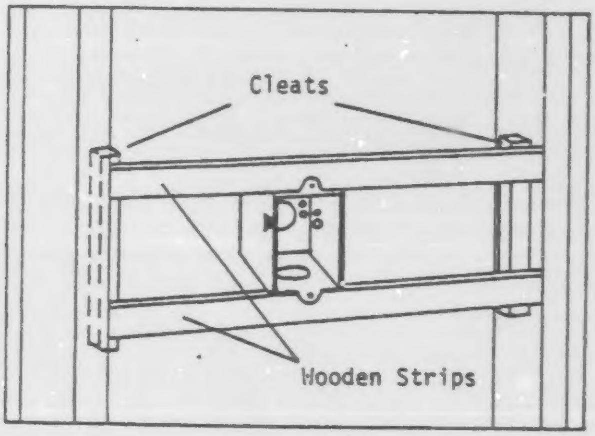
EXAMPLE
TEXT WHICH WILL BE REWRITTEN

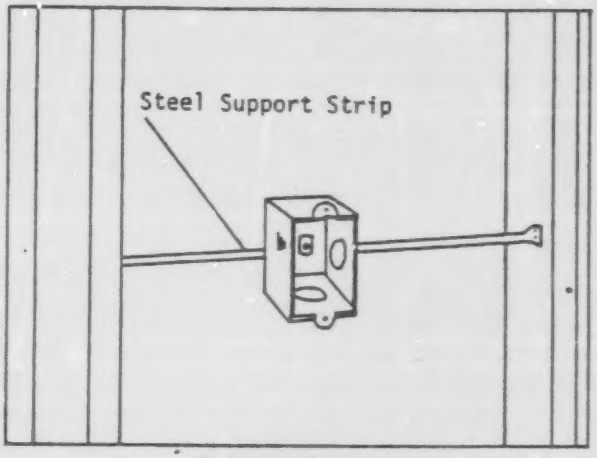
This text is taken from a student workbook used in vocational high school classes (ELECTRICAL WIRING: American Association for Vocational Instructional Materials, 1979).

On the following pages, it is rewritten to make it appropriate for learners with reading and language problems.

Installing Switch Boxes Between Studs

You will sometimes find that you need to mount a switch box or gang boxes at a point that falls between two studs. When that happens, you must mount a support between the studs. It may be a steel support strip with mounting holes punched or two wooden strips at least 1" thick.





Instructions

Mark location for each strip.

Use the switch box as a spacer.

Nail strips in position between studs.

Locate one or more boxes at the desired point on the support.

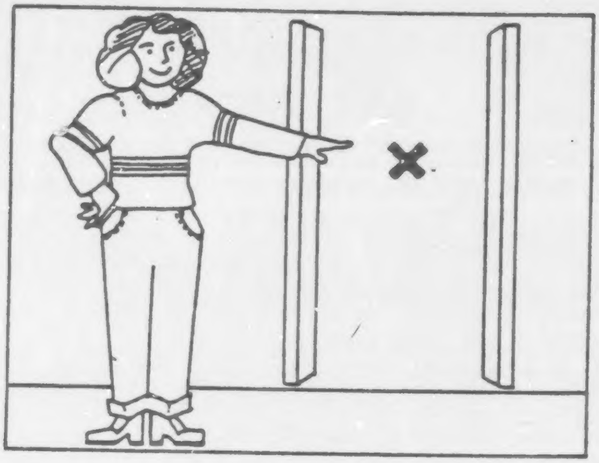
Fasten box to strip with metal screws or wood screws.

Handout #12-2

INSTRUCTIONAL MATERIALS REWRITTEN FOR LEARNERS WITH READING AND LANGUAGE PROBLEMS

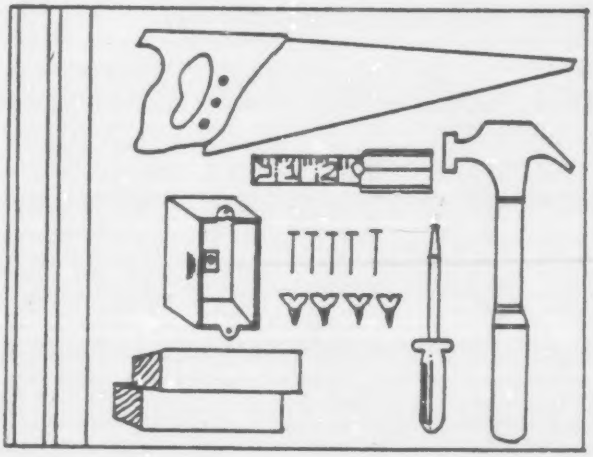
INSTALLING SWITCH BOXES BETWEEN STUDS

Sometimes the switch box must be in a certain place. Maybe the certain place is not near a stud. Then you must put the switch box between two studs.



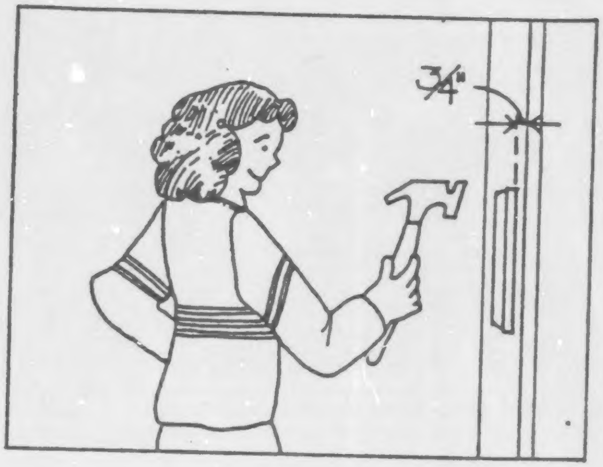
Follow these directions to put a switch box between two studs. You will need:

- 2 wooden strips
- 2 wooden cleats
- hammer
- nails
- switch box
- tape measure
- saw
- wood screws
- screw driver



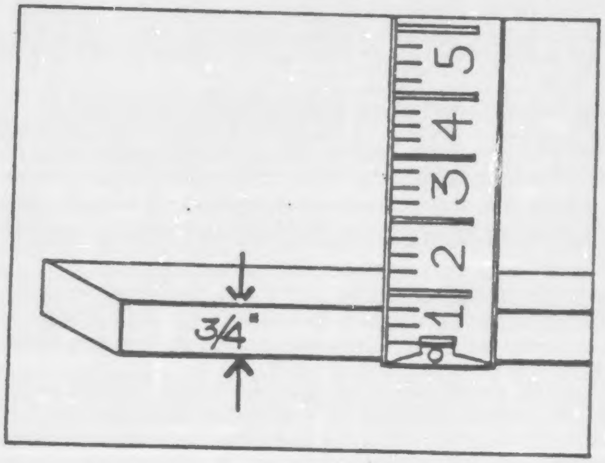
First you must nail a wood cleat to the inside of both studs.

The wood cleat must be 3/4 inch from the front of the stud.



Now you need 2 wood strips.

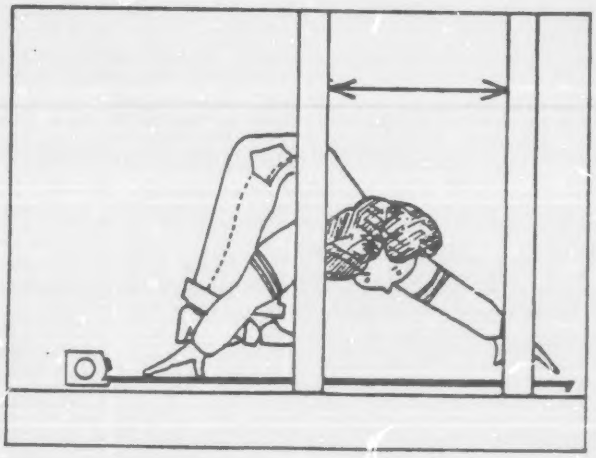
Each strip must be 3/4 inch thick.



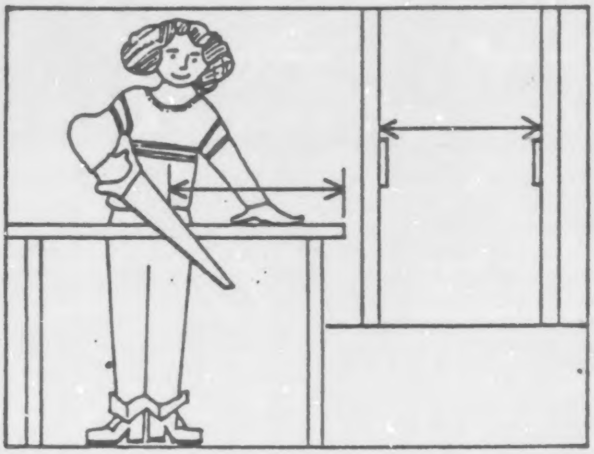
Each wood strip must fit between the studs.

Measure the distance between the studs.

Mark the same distance on each wood strip.



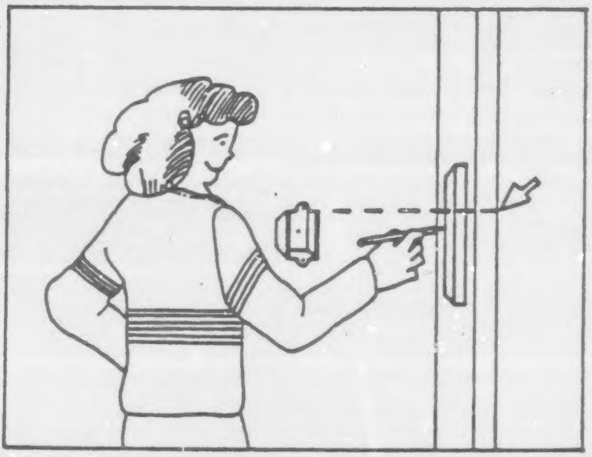
Cut the wood strip to fit between the studs.



How high must the top of the switch box be?

Decide the height.

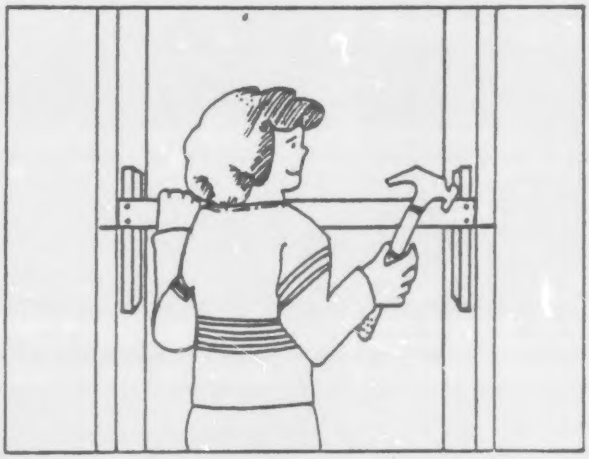
Mark the height on each stud.



Nail a wood strip between the studs.

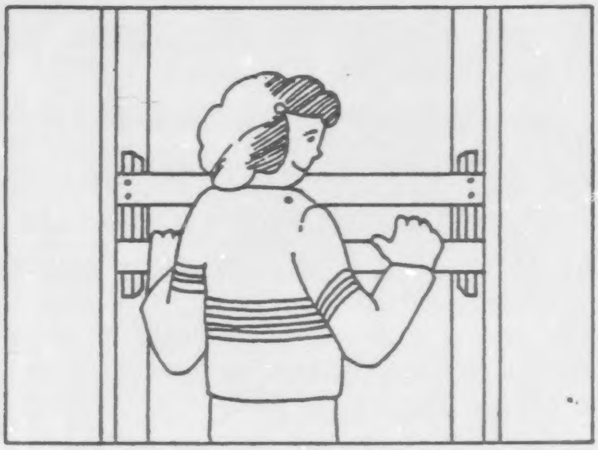
Use your marks on each stud as a guide.

Then you will know where to nail the wood strip.



Put the second wood strip UNDER the first strip.

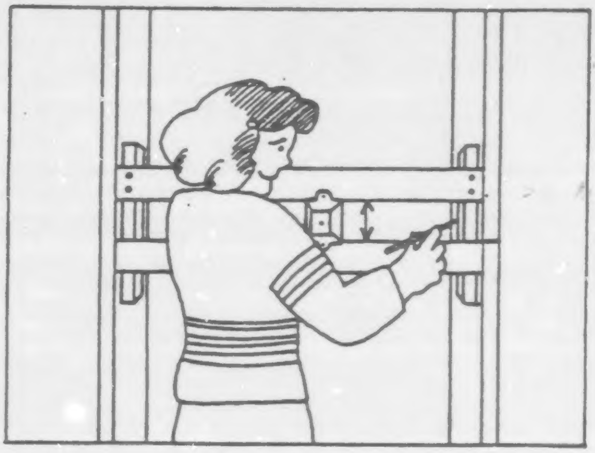
Hold the wood in place.



Hold the switch box BETWEEN the strips. Use the switch box as a spacer.

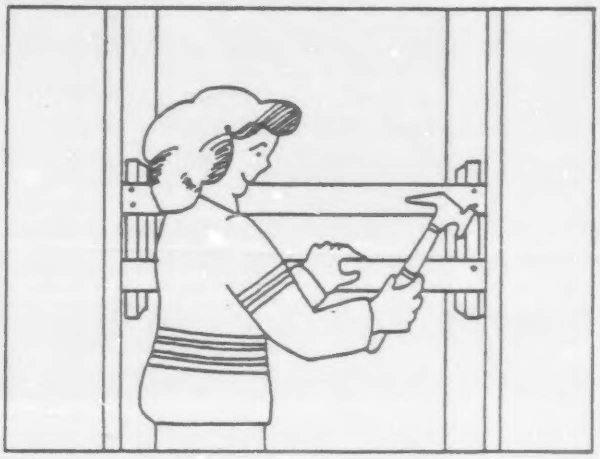
The switch box should just fit in the space between the wood strips.

Mark where the second strip is on each stud.



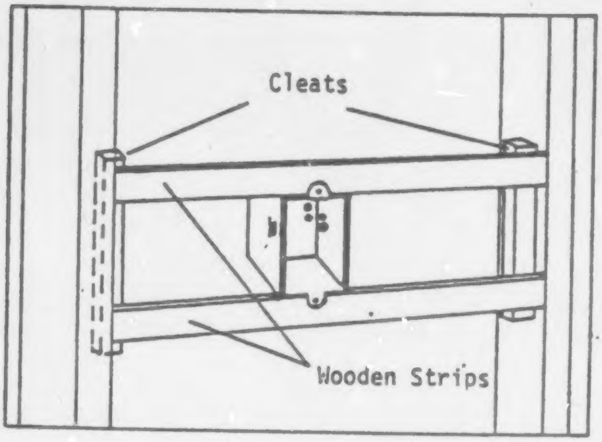
Nail the wood strip to the studs.

Use your marks as a guide.



Handout #12-6

Now fasten the switch box to the strips with wood screws.



The following pages are taken from a student workbook written for secondary students with language and reading problems (Measurement: Length and Area; Joyce Media, in press). Notice that the vocabulary and sentence structures are simple and concrete. Instructions are broken down into small, discrete chunks. There is pictorial support for the directions. Students can follow these general instructions independently to measure any line segment given in one inch increments.

EXAMPLE
TRADITIONAL TEXTBOOK INSTRUCTIONAL PACKAGE

"HOW TO USE DRY TRANSFER LETTERS"

This text is taken from a student textbook used in vocational high school classes (Comprehensive Graphic Arts; Howard W. Sams, & Co., 1976).

On the next few pages, it is rewritten as a learning package appropriate for learners with reading and language problems. Notice that all equipment is packaged with the instructions.

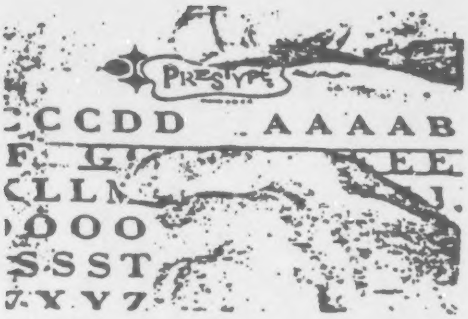
Dry Transfer Composition

Quality composition by this method can be achieved with little or no previous experience. Important considerations are neatness and attention to the following procedural steps.

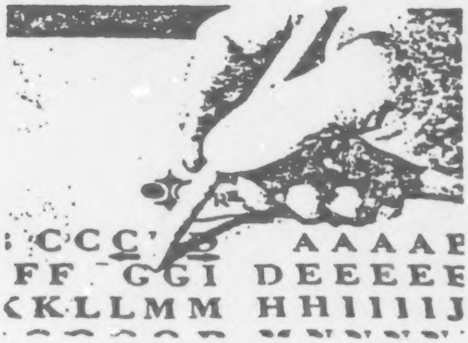
> Draw light blue guidelines on the copy sheet. Light blue lines will not photograph, thereby causing no unwanted lines on the film negative.
>
> Remove the protective backing sheet of an alphabet sheet. It is recommended, though, that the backing sheet be removed only from the area of the selected letters. The adhesive will stay cleaner when protected.

Handout #13-2

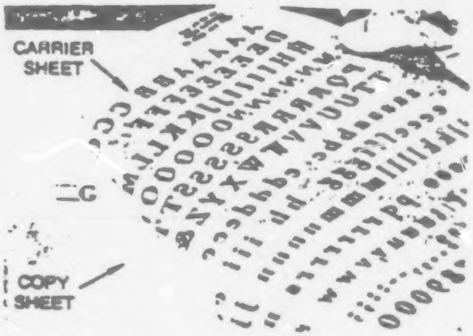
Position the selected letters on the guidelines of the copy sheet as shown.



Rub the area to be transferred with a blunt instrument. A dowel, a ball-point pen, or a pencil, will work as a rubbing instrument. Be careful to rub only the area that you wish transferred.



Lift the carrier sheet from the copy sheet. If burnished correctly the entire letter will adhere to the copy sheet.



Handout #13-3

EXAMPLE
INDIVIDUALZIED INSTRUCTIONAL MODULE OR LEARNING PACKAGE

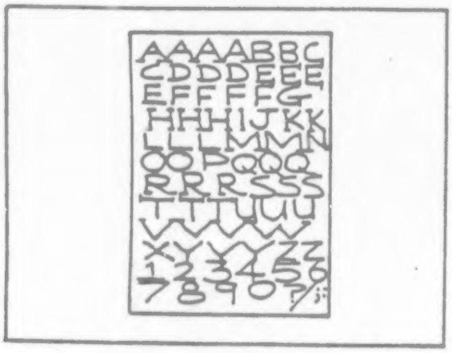
"HOW TO USE DRY TRANSFER LETTERS"

This learning package can be contained in a large manila envelope or flat box (such as an empty spirit master box) labeled "How to Use Dry-Transfer Letters." The components of the package would be one page of dry-transfer letters, a nonphoto blue pencil, a ruler, some copy paper, and the following instructions.

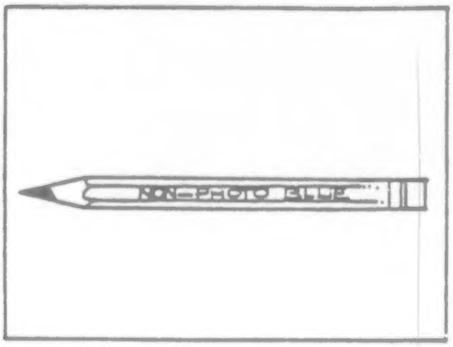
You can learn to use dry-transfer letters.
Follow the directions. Use the tools in this package.

You will need:

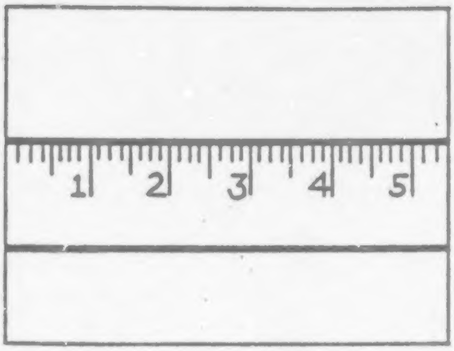
1 sheet of dry-transfer letters



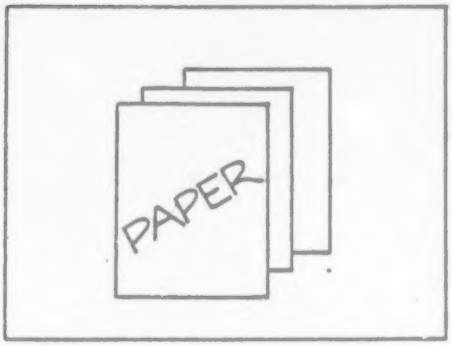
1 nonphoto blue pencil



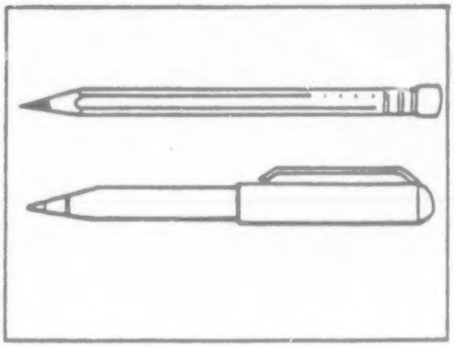
1 Ruler



Copy Paper



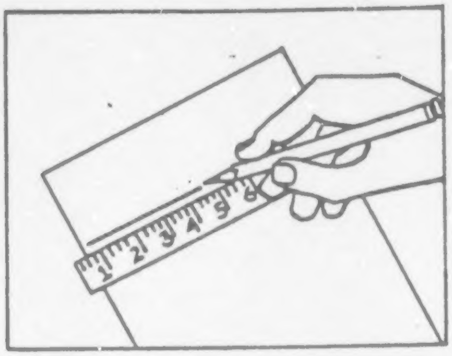
Pencil or Ball-point Pen



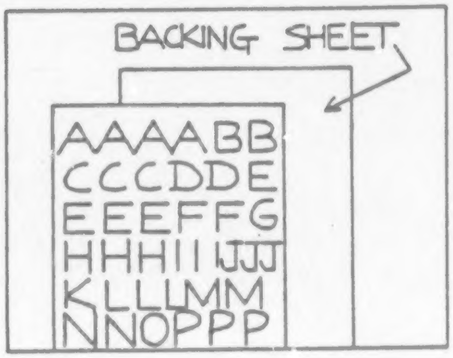
Look in the package.

Take the letters, pencil, ruler, and paper out of the package.

You will print your name with the letters now. Take a piece of copy paper, the ruler, and the blue pencil. Draw a straight line on the paper. Draw the line where you want your name.

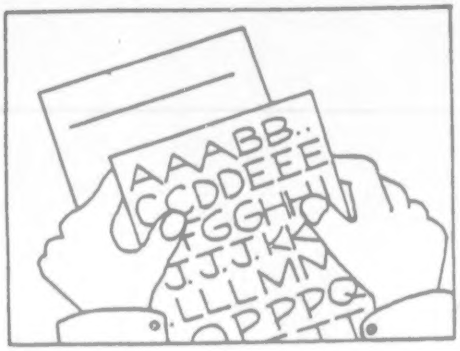


Take the sheet with the letters on it. It should be on a special backing sheet. Put the backing sheet in the package. You will not need the backing sheet now.

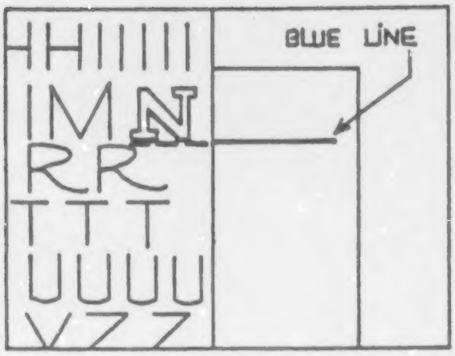

BACKING SHEET
AAAABB
CCCDDE
EEEFFG
HHHIIJJJ
KLLLMM
NNOPPP

Take the paper with the blue line.

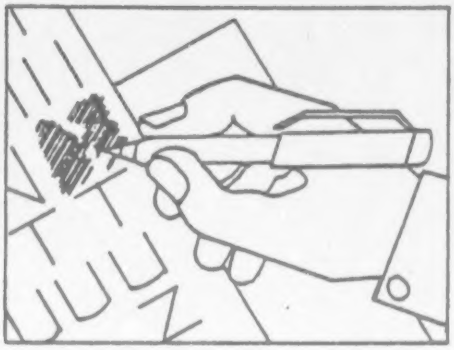
Put the letter sheet on top of that paper. You should be able to read the letters.


AAABB
CCDDEEE
FGGHHI
J.J.J.KK
LLLMN
OPPPQ

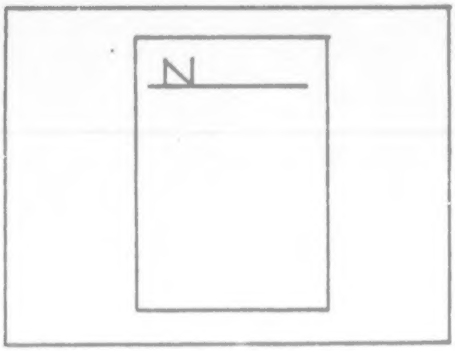
Find the first letter of your name on the letter sheet. Move the letter sheet so that letter sits on the blue line.


BLUE LINE
HHIIIII
IMNN
RR
TTT
UUUU
VZZ

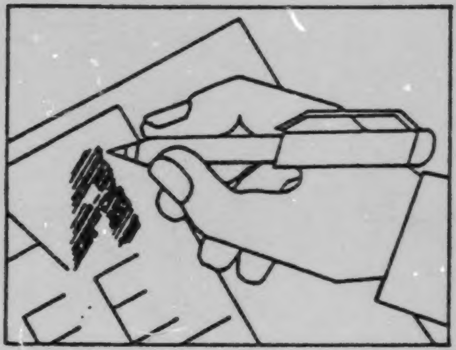
Take a pencil or a ball-point pen. Rub all over the letter
Rub only around that letter.



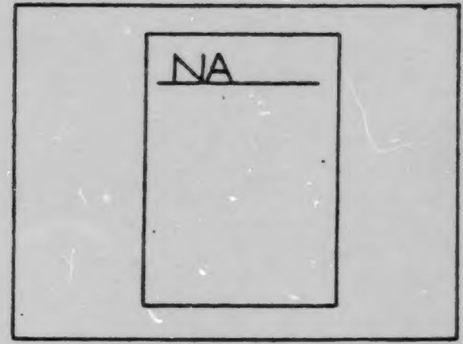
Carefully take the letter sheet away. You should have a letter on the blue line.



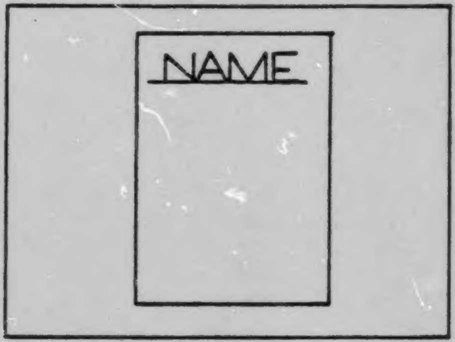
Do the next letter of your name the same way. Make sure the letter from the letter sheet is on the blue line. Rub the letter with a pen or pencil.



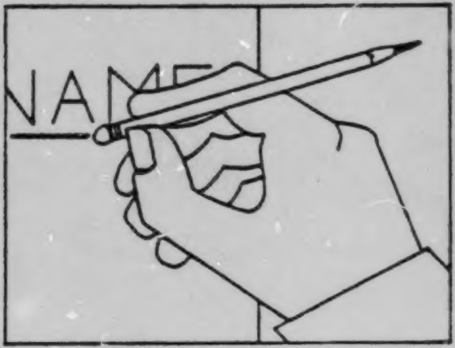
Then move the letter sheet.



Now do the rest of the letters in your name the same way. Make sure each letter is on the blue line.



When you are finished, erase the blue line.



Put the letter sheet on the backing sheet again.

Put the letter sheet, blue pencil, ruler, copy paper, and these directions back in the package.

EXAMPLE
SAMPLE LEARNING CONTRACT

Contingency Contract Involving

Instructor(s) Candy Jenkins, Spec. Ed.
Tom Powers, Auto

Learner Steve

Date Jan. 12

Target Performance If Steve will 1) attend all his classes for 6 weeks with no more than 2 excused absences and 2 tardy reports, and 2) complete 4 exercises in Occupational math in the resource room,

If the above stated target performance is successfully demonstrated by the learner, the incentives or rewards listed below will be provided by the appropriate instructional staff.

Incentives/Rewards Steve will be permitted to use the auto lab equipment and tools during his free period to 1) service his minibike and 2) build a motorcycle trailer).

Signatures

Learner Steve

Date 1/12

Instructor(s) Tom Powers
Candy Jenkins

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Sample 1

CHECKLIST FOR RATING OVERALL PERFORMANCE

	Level of Performance					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. The teacher was prepared for the class......................	☐	☐	☐	☐	☐	☐
2. The teacher's presentation was well organized.............	☐	☐	☐	☐	☐	☐
3. Lesson objectives were made clear to the students..........	☐	☐	☐	☐	☐	☐
4. The teacher was interesting and enthusiastic...............	☐	☐	☐	☐	☐	☐
5. The teacher's voice was audible...........................	☐	☐	☐	☐	☐	☐
6. The teacher could communicate the subject matter to the students...	☐	☐	☐	☐	☐	☐
7. The teacher was receptive to the expression of student views...	☐	☐	☐	☐	☐	☐
8. The teacher answered questions clearly.....................	☐	☐	☐	☐	☐	☐
9. The teacher kept order with a fair hand...................	☐	☐	☐	☐	☐	☐
10. The teacher made sure students were given feedback on their achievement of lesson objectives...	☐	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instructional Materials, University of Georgia

Sample 2

CHECKLIST FOR EVALUATING SPECIFIC SKILLS

In demonstrating a concept or principle, the teacher:

	Level of Performance					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Selected an example of the concept which could be easily demonstrated	☐	☐	☐	☐	☐	☐
2. Set up the demonstration where it could be easily viewed by each student	☐	☐	☐	☐	☐	☐
3. Related the new concept to students' previous experiences or instruction	☐	☐	☐	☐	☐	☐
4. Defined terms or gave background information when necessary	☐	☐	☐	☐	☐	☐
5. Had all materials and equipment ready for use	☐	☐	☐	☐	☐	☐
6. Performed the steps of the demonstration in a logical order	☐	☐	☐	☐	☐	☐
7. Observed students to see that they were following the demonstration	☐	☐	☐	☐	☐	☐
8. Summarized key points during the demonstration or at the conclusion of the demonstration	☐	☐	☐	☐	☐	☐
9. Determined students' comprehension of the concept by some form of feedback	☐	☐	☐	☐	☐	☐
10. Used visual aids to illustrate any steps which were difficult to observe	☐	☐	☐	☐	☐	☐
11. Had students analyze a new situation in relation to the concept	☐	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instruction Materials, University of Georgia

Sample 3

CHECKLIST FOR STUDENT USE

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. This teacher asks our opinion in planning work to be done..	☐	☐	☐	☐	☐
2. Frankly, we don't pay attention to this teacher............	☐	☐	☐	☐	☐
3. This teacher makes sure we understand our work.............	☐	☐	☐	☐	☐
4. Our teacher is very good at explaining things clearly......	☐	☐	☐	☐	☐
5. Sometimes I think this teacher is deaf.....................	☐	☐	☐	☐	☐
6. This teacher helps us get the most out of each hour........	☐	☐	☐	☐	☐
7. This teacher makes everything seem interesting and important..	☐	☐	☐	☐	☐
8. It seems that somebody is always getting punished in this class...	☐	☐	☐	☐	☐
9. This teacher makes very careful plans for each day's work..	☐	☐	☐	☐	☐

Adapted from: American Association for Vocational Instructional Materials, University of Georgia

Sample 4

PROFESSIONAL IMPROVEMENT WORK SHEET

Teacher____ Date__________

Building___________________________________ Assisted by:____________

I. STATEMENT OF PROFESSIONAL GOAL: (Date__________)________________

II. PLANS FOR ATTAINING GOAL: (Date__________)________________

III. PROGRESS LOG:

Date: Comments:

IV. CONCLUSIONS: (Date__________)________________

CASE STUDY

A teacher with one year of experience was working at an area vocational-technical school. At the end of the first year, she had reservations about how well she had performed as a teacher. She decided at the beginning of the second year to develop a plan to evaluate her instructional effectiveness.

She began talking with other teachers about how they evaluated themselves. One teacher indicated that a self-appraisal technique was the only approach to take. Other teachers responded that it would take inputs from students, administrators, and fellow teachers over the entire year to fully evaluate how well a teacher was performing. Some teachers shared other ideas on collecting the information and suggested she use student reaction questionnaires, videotaping, classroom presentations, and visits to the classroom by supervisors and colleagues.

As she listened to this advice from her colleagues, the teacher began to formulate a plan for the coming school year. The first item in the plan was to list the areas of instruction and teaching she felt needed improvement. This list became rather lengthy and she began to realize that it would take more time and effort than she could afford to spend.

In order to overcome this problem, she enlisted the assistance of the department chairperson and supervisor of instruction to help determine what areas might be more important than others. As a result of these conversations, she decided to initially evaluate effectiveness in the areas of (1) giving classroom presentations, and (2) evaluating student performance. She decided to use the students and the state supervisor of her instructional area as her primary sources of information.

In order to obtain information from the students, she prepared and administered a questionnaire pertaining to classroom presentations and student evaluation. A summary of the results is found on p. 19. The state supervisor of instruction was asked to visit and observe her performance in giving a presentation to the class. A copy of the supervisor's evaluation is found on p. 20. The final source of information was a summary of student scores on an achievement test, p. 21, which was administered for the unit that was partially observed by the supervisor.

After collecting and summarizing this information, she began to analyze the results. She looked for data which would help her draw some conclusions regarding her instructional effectiveness in the areas of giving presentations and evaluating student performance.

As she reviewed the data on presenting lessons, she noticed that the students felt her explanations were not always clear to them. The state supervisor's evaluation reinforced this observation; he indicated that presenting ideas and concepts was accomplished at only a fair level of performance. This information reinforced the plan to identify classroom presentations as an area in which she needed to improve. She decided that she needed to learn how to use visual aids more effectively in her presentation. She also decided she needed to learn how to develop more structured and detailed lesson plans so that she could present information in a clear and logical manner.

In analyzing the data with respect to students' achievement, it was obvious to the teacher that the test was very difficult for the students. She attributed this result to her problem in giving clear

From: American Association for Vocational Instructional Materials,
University of Georgia

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presentations. The teacher felt that if she improved her lesson presentations, students would be able to do better on their tests.

In formulating plans to improve her instruction, the teacher decided to ask one of her fellow teachers, who had taught for several years, to review videotapes of several lesson presentations with her. In addition, she asked the instructional resource coordinator to help her prepare some visual aids to use in her presentations. She also asked her department chairperson if he could review some lesson plans and critique them before she gave the presentation to students. In order to obtain additional feedback from the students concerning her planned improvements, she decided to prepare brief quizzes after each lesson presentation. Another student reaction form was prepared and administered after three lessons had been taught.

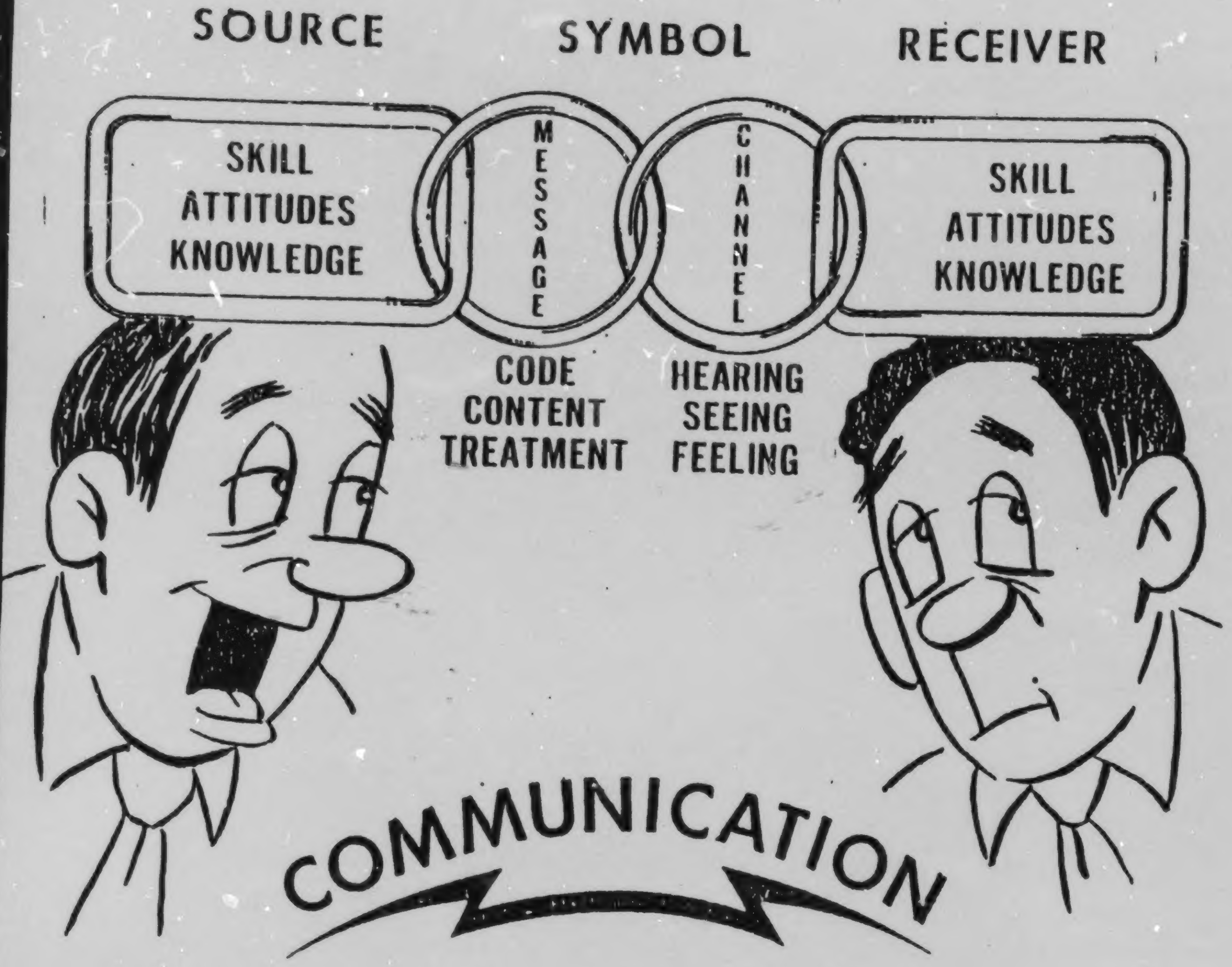
After formulating these plans, the teacher decided to ask her department chairperson to review her procedures in evaluating instructional effectiveness and critique her analysis of the data and the plans made for the improvement of instruction.

TRANSPARENCIES

THE COMMUNICATION PROBLEM

I know you believe you understand
what you think I said,
but I am not sure you realize
that what you heard is not what I meant.

Transparency #2


SOURCE
SYMBOL
RECEIVER
SKILL
ATTITUDES
KNOWLEDGE
MESSAGE
CHANNEL
SKILL
ATTITUDES
KNOWLEDGE
CODE
CONTENT
TREATMENT
HEARING
SEEING
FEELING
COMMUNICATION

Transparency #3

STRATEGIES: EQUITY IN THE CLASSROOM*

The list that follows can be used by teachers as a self-evaluation tool to review their own classroom behaviors in light of the expectations they are communicating to students. It can also be used by supervisors to assess teacher performance in the classroom.

- All students (minority and majority, high achieving and low achieving) are held accountable to the same standards for participation in classroom discussions.
- All students are given proportionately equal time to participate in classroom interactions.
- All written and verbal evaluations are related to academic skills and the particular abilities being assessed.
- Teachers make a special effort to avoid the use of stereotypes in assessment of and reaction to pupil behavior and achievement.
- Teachers' instructional strategies relate to the individual learning styles of both majority and minority students.
- Teachers group students in a manner that avoids segregated instructional or classroom activities.
- Teachers ensure that parents/guardians of majority and minority students are informed about student progress and classroom and school goals.
- Teachers maintain a uniform standard of behavior for both majority and minority students.
- If minority or low-achieving students are less active in classroom discussions, special efforts are made to include those students.
- All reprimands relate to the misbehavior and are not applied differently on the basis of race, national origin, sex or achievement level.
- Teachers provide clear and specific information about student work indicating what is right and what is wrong, suggesting that students can improve.
- When providing negative feedback, teachers encourage both minority and majority students, high achievers and low achievers to try harder.
- Students are not assigned to seating, lines, teams for contests or groups for instruction on the basis of race or achievement levels.
- Special efforts are made to avoid race, ethnic and sex stereotypes in assigning classroom helping tasks, roles and responsibilities.
- Special efforts are made to achieve classroom integration when students self-segregate in seating arrangements or other forms of classroom organization.

---

*Adapted from *Microteaching Skills for Inservice* by Myra and David Sadker. For further information, contact Drs. Myra and David Sadker, School of Education, The American University, Washington, D.C. 20016.

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STRATEGIES: DISCIPLINE

THE FOLLOWING LIST CAN BE USED BY ADMINISTRATORS AND TEACHERS TO IDENTIFY SCHOOL AND CLASSROOM STRATEGIES THAT CAN DECREASE MINORITY AND OTHER PRIORITY STUDENT DISCIPLINE PROBLEMS:

- Teachers demonstrate positive expectations for appropriate classroom behavior to both majority and minority students.
- Appropriate classroom behavior is positively reinforced.
- Teachers communicate their expectations for classroom behavior early in the school year.
- Suspension is considered a measure of last resort.
- Staff development programs provide training in interpersonal relations and disciplinary techniques exploring alternatives other than suspension or expulsion.
- School administrators, professional staff, support staff, students and parents have cooperatively developed a disciplinary code.
- The disciplinary code clearly delineates appropriate and inappropriate school behavior and the consequences of the latter.
- The disciplinary code is widely publicized and distributed to all staff, students and parents.
- There is administrative commitment to the nondiscriminatory enforcement of the disciplinary code.
- Disciplinary procedures are monitored to ensure equitable, nondiscriminatory application.
- Accurate records of disciplinary actions are maintained recording the offense, the referral source, the race, sex and ethnic background of the student, contact made with the parent/guardian, action and the follow-up steps.
- Data are periodically reviewed for patterns indicating disproportionate disciplinary actions against any particular group of students or by any particular segment of the staff.

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TEACHING STRENGTHS FOR PRIORITY POPULATIONS

PATIENCE. SOME STUDENTS TAKE LONGER THAN OTHERS TO PERFORM A TASK. RUSHING THEM WILL ONLY MAKE THEM MORE ANXIOUS, MORE LIKELY TO MAKE ERRORS.

VERSATILITY. SOME STUDENTS HAVE A SHORT ATTENTION SPAN. THIS MEANS THEY WILL BE HAPPIER AND MORE SUCCESSFUL IF GIVEN SEVERAL SHORT TASKS DURING AN HOUR. IF THEY NEED A LOT OF DRILL AT A CERTAIN POINT, FOR EXAMPLE, PRESENT IT IN A DIFFERENT WAY EACH TIME. THEY DON'T LIKE DOING "WHAT WE DID BEFORE."

OPTIMISTIC. SINCE SOME STUDENTS TEND TO BE DISCOURAGED EASILY, THEIR TEACHERS SHOULD BE POSITIVE THINKERS, SHOULD BELIEVE IN MIRACLES WHERE HUMAN BEINGS ARE CONCERNED. THEY SHOULD SEND OUT RAYS OF CONFIDENCE TO THEIR STUDENTS...SO THE STUDENTS BEGIN TO HAVE CONFIDENCE IN THEIR OWN SUCCESSES.

UNDERSTANDING. STUDENTS FROM THE PRIORITY GROUPS ARE OFTEN MORE ANXIOUS AND INSECURE THAN THE AVERAGE STUDENT IN THE CLASSROOM SITUATION--FOR A NUMBER OF REASONS. ON THE ONE HAND, THEIR TEACHERS NEED TO RECOGNIZE THIS FEAR, SENSE WHEN THINGS ARE TOO MUCH FOR THESE STUDENTS AND EASE UP ON THEM. ON THE OTHER HAND, THEIR TEACHERS NEED TO EXPECT MORE OF THEM AND PUSH THEM GENTLY TO DO MORE, TO LEARN TO USE THE SKILLS THEY HAVE ACQUIRED.

ACCEPTANCE. THE NEED FOR WARM, UNCRITICAL ACCEPTANCE OF STUDENTS' SLOWNESS IN LEARNING, THEIR OFFBEAT AND PERHAPS DIRTY CLOTHING, THEIR SOMETIMES SHOCKING LANGUAGE, CANNOT BE OVER-EMPHASIZED. BY COMMENTING ON WHAT THE STUDENT DOES RIGHT--RATHER THAN POINTING OUT ERRORS--THE TEACHER CAN HELP BRING ABOUT CHANGE. CRITICISM WILL ONLY ALIENATE STUDENTS AND ENCOURAGE THEM TO DROP OUT.

CULTURAL AWARENESS. BLACK AND HISPANIC STUDENTS, IN SOME CASES, HAVE A VALUE SYSTEM WIDELY DIFFERENT FROM THAT OF ADULTS OF THE MIDDLE AND UPPER CLASSES. AWARENESS OF DIFFERENCES IN CULTURAL BACKGROUNDS CAN HELP A TEACHER ACCEPT THE FACT THAT SOME OF THE STUDENTS REACT DIFFERENTLY THAN OTHERS TO TRADITIONAL TEACHING TECHNIQUES. THE TEACHER'S AWARENESS OF WHY THESE STUDENTS ACT AS THEY DO HELP HIM/HER TO ACCEPT THEM AND SEEK NEW WAYS TO HELP THEM.

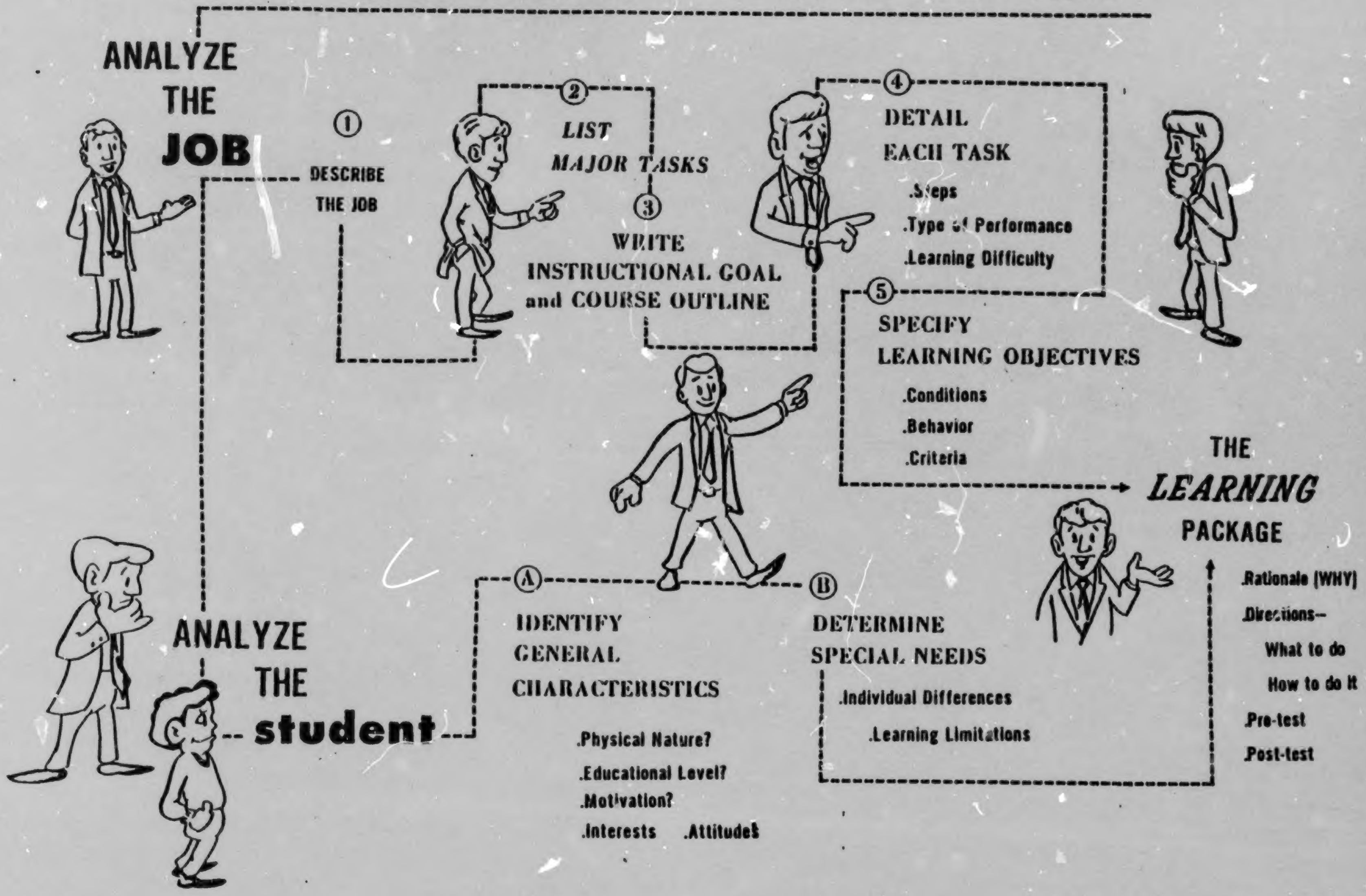
SENSITIVITY. RARELY DO STUDENTS SPEAK UP AND TELL YOU THEY ARE ANXIOUS, FEEL INADEQUATE, OR DON'T SEE ANY RELATIONSHIP BETWEEN WHAT YOU ARE TEACHING AND THEIR EVERYDAY PROBLEMS. YET THESE FEELINGS OFTEN CAUSE STUDENT DROPOUT. TEACHERS MUST BE SENSITIVE TO THESE SIGNS OF NEGATIVE FEELINGS. READY PROMISES FOLLOWED BY PROCRASTINATION OR "FORGETTING"; CONSISTENT BEWILDERMENT OR BLOCKING IN SPITE OF SEVERAL EXPLANATIONS; DEPENDENCY ON THE TEACHER OR CLASSMATES FOR ANSWERS; FREQUENT ABSENCES; PERSISTENT REFUSAL TO PARTICIPATE IN CLASS ACTIVITIES OR PAY ATTENTION; APATHY OR ACTIVE HOSTILITY, DEFENSIVENESS, RETICENCE, OR MEANINGLESS AGREEMENT WITH EVERYTHING YOU SAY. ALL OF THESE ARE CALLS FOR HELP

GENUINE LIKING FOR "DIFFERENT" PEOPLE. IF YOU DON'T REALLY LIKE PEOPLE WITH VALUES AND BACKGROUNDS DIFFERENT FROM YOUR OWN, YOU CAN'T HIDE IT. TRY AS YOU MAY TO CONCEAL YOUR FEELINGS, YOU'LL GIVE NON-VERBAL CLUES TO THEM THROUGH GESTURES, FACIAL EXPRESSIONS, TONE OF VOICE. . . .

SENSE OF HUMOR. A CHEERFUL ATTITUDE, THE ABILITY TO SEE THE BRIGHT AND HUMOROUS SIDE OF CLASSROOM SITUATIONS, HELPS TO CREATE A WARM LEARNING CLIMATE.

Transparency #6

PLANNING *VOCATIONAL INSTRUCTION*



ANALYZE THE JOB

① DESCRIBE THE JOB

② *LIST MAJOR TASKS*

③ WRITE INSTRUCTIONAL GOAL and COURSE OUTLINE

④ DETAIL EACH TASK

- .Steps
- .Type of Performance
- .Learning Difficulty

⑤ SPECIFY LEARNING OBJECTIVES

- .Conditions
- .Behavior
- .Criteria

ANALYZE THE student

Ⓐ IDENTIFY GENERAL CHARACTERISTICS

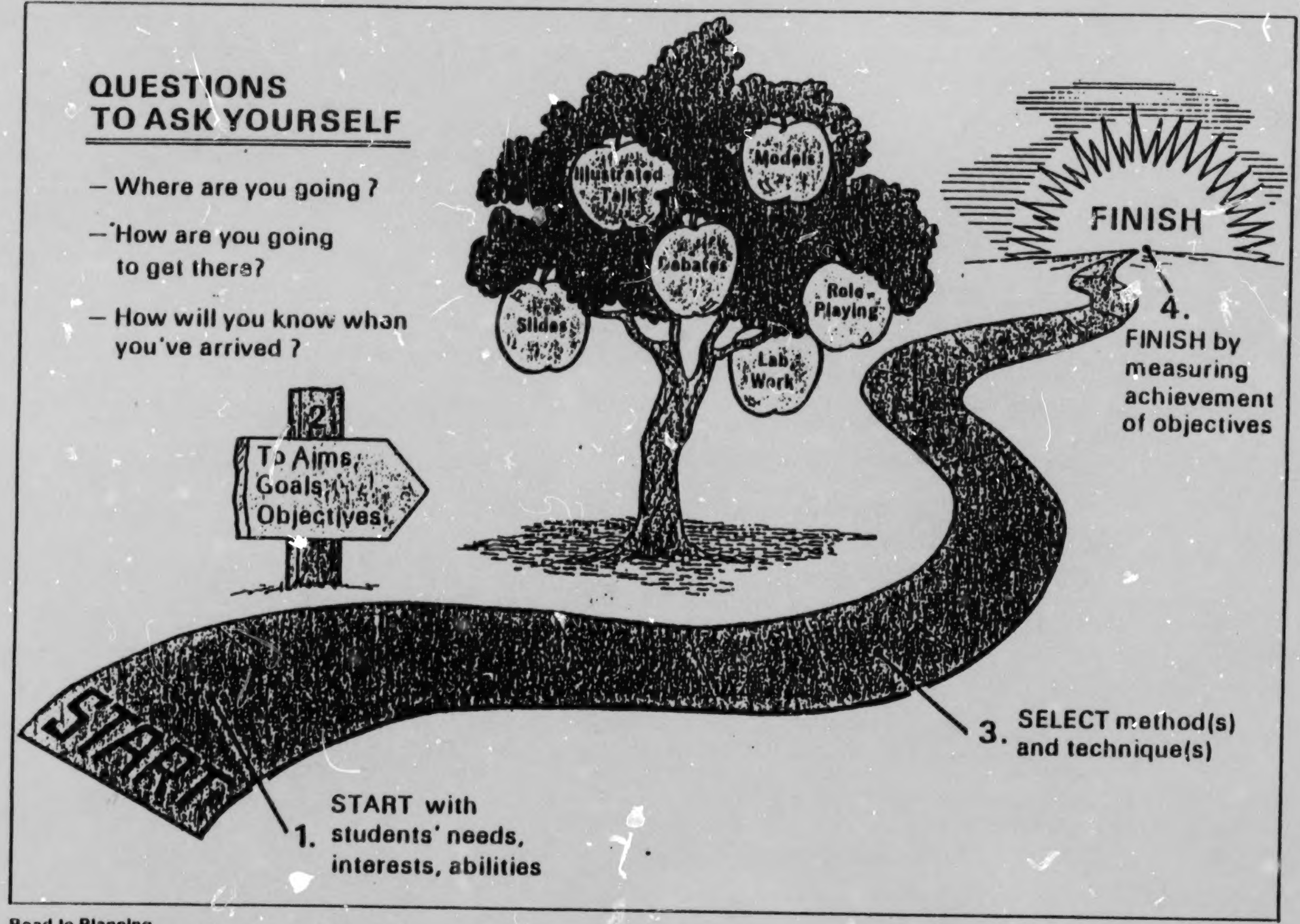
- .Physical Nature?
- .Educational Level?
- .Motivation?
- .Interests .Attitudes

Ⓑ DETERMINE SPECIAL NEEDS

- .Individual Differences
  - .Learning Limitations

THE *LEARNING* PACKAGE

- .Rationale (WHY)
- .Directions--
  - What to do
  - How to do it
- .Pre-test
- .Post-test



QUESTIONS TO ASK YOURSELF

- Where are you going?
- How are you going to get there?
- How will you know when you've arrived?

2
To Aims, Goals, Objectives
Illustrated Talk
Models
Debates
Slides
Role Playing
Lab Work
FINISH
START

1. START with students' needs, interests, abilities

3. SELECT method(s) and technique(s)

4. FINISH by measuring achievement of objectives

Road to Planning

FROM: AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MEDIA
MODULE B-4, "DEVELOP A LESSON PLAN." UNIVERSITY OF GEORGIA

THE PREPARATION PHASE

This is the "Get-Ready-to-Go" phase of program design. It is the planning phase and the success of the entire program hinges on how well it is performed. To break it down into the steps that are involved, six things must be done in preparing an instructional program:

STEP ONE:

ANALYZE THE TASK AND THE TARGET POPULATION

WHAT WILL BE REQUIRED OF THE STUDENT OR THE TRAINEE WHEN HE COMPLETES THE INSTRUCTION? WHAT KIND OF PEOPLE WILL BE PARTICIPATING IN THE COURSE? IN THIS STEP, THE PROGRAM DEVELOPER MUST BE A THOROUGH AND COMPETENT RESEARCHER.

IF THE COURSE IS TO TRAIN PEOPLE FOR A PARTICULAR OCCUPATION OR SKILL, IT MUST BE DETERMINED THAT THERE IS A NEED FOR THE SKILL AND THAT THE TRAINEE WILL NOT HAVE DIFFICULTY IN MOVING FROM THE CLASSROOM TO THE WORLD OF WORK. ANOTHER AREA THAT MUST BE RESEARCHED IS WHETHER OR NOT POTENTIAL TRAINEES WILL BE AVAILABLE FOR THE COURSE.

STEP TWO:

PREPARE OBJECTIVES

THESE OBJECTIVES SHOULD BE FOCUSED ON THE PERFORMANCE OF THE TRAINEE, NOT THE CONTENT OF THE COURSE, OR THE ACTIONS OF THE INSTRUCTOR. THE INSTRUCTIONAL OBJECTIVE SHOULD DESCRIBE WHAT THE LEARNER WILL BE DOING WHEN HE ACHIEVES THE INTENDED OUTCOME OF THE INSTRUCTION.

IN WRITING AN OBJECTIVE OF THIS KIND, THE PROGRAM DEVELOPER MUST DO THREE THINGS.

First: HE MUST IDENTIFY THE DESIRED BEHAVIOR OF THE LEARNER AT THE END OF THE INSTRUCTION.

Second: HE MUST DESCRIBE THE CONDITIONS UNDER WHICH THE LEARNER WILL PERFORM.

Third: HE MUST SPECIFY THE STANDARDS OR CRITERIA OF ACCEPTABLE PERFORMANCE.

EXAMPLES OF OBJECTIVES THAT MEET THE ABOVE REQUIREMENTS:

"GIVEN A MODEL XYZ SPHYGMOMANOMETER, BE ABLE TO TAKE BLOOD PRESSURE TO WITHIN 0.05 CM. THE TRAINEE MUST CORRECTLY COMPLETE FIVE CONSECUTIVE TRIALS TO THIS CRITERION."

"PROVIDED WITH AN OUTDOOR TELEVISION ANTENNA KIT AND APPROPRIATE TOOLS, THE TRAINEE WILL BE ABLE TO INSTALL THE ANTENNA AND CORRECTLY CONNECT THE INPUT LEAD TO THE TELEVISION SET. PERFORMANCE WILL BE JUDGED CORRECT IF THE ANTENNA INSTALLATION IS COMPLETED ACCORDING TO TRADE STANDARDS AND IF THE RESULTING PICTURE IS FREE OF SNOW."

"BE ABLE TO TRANSCRIBE A BUSINESS LETTER FROM A DICTATING MACHINE AND BE ABLE TO PRODUCE A TYPED LETTER WITH A MAXIMUM OF THREE TYPING ERRORS WITH ALL TYPING ERRORS CORRECTED."

NOTE THAT THERE IS NO SINGLE, STANDARDIZED WAY TO WRITE OBJECTIVES. HOWEVER, EACH OF THE OBJECTIVES ABOVE GIVES THREE IMPORTANT KINDS OF INFORMATION: THE CONDITIONS OF PERFORMANCE, THE BEHAVIORS REQUIRED, AND THE STANDARDS OF ACCEPTABLE PERFORMANCE.

STEP THREE:

BEGIN PREPARING FOR IMPROVEMENT PHASE

WHEN THE PROGRAM DEVELOPER WRITES HIS/HER LEARNING OBJECTIVE, S/HE SHOULD BE THINKING AHEAD TO HOW S/HE INTENDS TO DETERMINE WHETHER THE LEARNER REACHES THE OBJECTIVE. IN OTHER WORDS, THE EVALUATION OF LEARNING SHOULD BE AN EVALUATION OF LEARNER PERFORMANCE. THIS PERFORMANCE EVALUATION CAN BE THROUGH OBSERVATION, WHICH IS PROBABLY THE BEST WAY, OR THROUGH A TEST OR EXAMINATION THAT MEASURES THE DESIRED LEARNING.

NO MATTER WHAT METHOD OF EVALUATION THE PROGRAM DEVELOPER CHOOSES, S/HE NEEDS TO MAKE HIS/HER CHOICE AND DESIGN THE EVALUATION PROCEDURES DURING THE PREPARATION PHASE, NOT AFTER THE COURSE HAS BEEN IMPLEMENTED.

STEP FOUR:

DETERMINE THE SEQUENCE OF INSTRUCTION

THE PROGRAM DEVELOPER NEEDS TO USE HIS/HER TASK ANALYSIS AND HIS/HER LEARNING OBJECTIVES TO DETERMINE THE MOST EFFICIENT AND LOGICAL SEQUENCE OF INSTRUCTION. WHEN POSSIBLE, THE LEARNER SHOULD BE MOVED FROM THE KNOWN TO THE UNKNOWN, FROM THE SIMPLE TO THE MORE COMPLEX.

STEP FIVE:

SELECT THE CONTENT OF INSTRUCTION

IN THIS STEP, THE PROGRAM DEVELOPER MUST IDENTIFY WHAT IS ESSENTIAL - "NEED TO KNOW" INFORMATION - AND WHAT IS NOT SO ESSENTIAL OR "NICE TO KNOW" INFORMATION. USUALLY, TIME RESTRAINTS WILL REQUIRE THAT CONTENT BE LIMITED TO THE ESSENTIALS THAT THE LEARNER MUST HAVE IN ORDER TO PERFORM SATISFACTORILY.

STEP SIX:

SELECT THE INSTRUCTIONAL TACTICS AND MATERIALS

IN ANALYZING THE TASK AND THE KIND OF LEARNER THAT WILL BE INVOLVED IN THE LEARNING PROCESS, THE PROGRAM DEVELOPER WILL GET A GREAT DEAL OF INSIGHT THAT WILL HELP HIM/HER AT THIS FINAL STEP IN THE PREPARATION PHASE. WHENEVER POSSIBLE, THE LEARNING ENVIRONMENT SHOULD BE AS CLOSE AS POSSIBLE TO THE ACTUAL WORK ENVIRONMENT THAT THE TRAINEE WILL FUNCTION IN AFTER S/HE COMPLETES THE COURSE. ANOTHER CONSIDERATION TO BE KEPT IN MIND IS THAT DECISIONS ABOUT TACTICS AND MATERIALS SHOULD BE BASED ON HOW THE LEARNER LEARNS BEST. OTHER IMPORTANT CONSIDERATIONS, OF COURSE, ARE THE QUESTIONS OF AVAILABILITY OF EQUIPMENT AND FUNDS.

Transparency #13

The Implementation Phase

NO PLAN IS PERFECT. ON THE OTHER HAND, NO PLAN CAN BE PERFECTED UNTIL IT IS PUT INTO ACTION. THE PLANS DEVELOPED DURING THE PREPARATION PHASE SHOULD BE FOLLOWED UNTIL SOME INDICATION IS RECEIVED THAT ADJUSTMENTS ARE NECESSARY. A GOOD PLAN IS LIKE A GOOD PARENT: FIRM - BUT FLEXIBLE.

NO PLAN SHOULD BE IMPLEMENTED WITHOUT THE SUPPORT OF THOSE IMPLEMENTING IT. ALL SHOULD UNDERSTAND THE PLAN. (THIS UNDERSTANDING WILL BE MORE COMPLETE IF THEY HAVE HAD AN OPPORTUNITY TO CONTRIBUTE TO THE PLAN.) WHEN THE PLAN IS PUT INTO ACTION, THE IMPLEMENTERS SHOULD IMPLEMENT WITH ENTHUSIASM AND A POSITIVE ATTITUDE.

THE IMPROVEMENT PHASE

DURING THIS PHASE, WHICH IS ON-GOING AT THE SAME TIME THE COURSE IS BEING IMPLEMENTED, TWO THINGS TAKE PLACE.

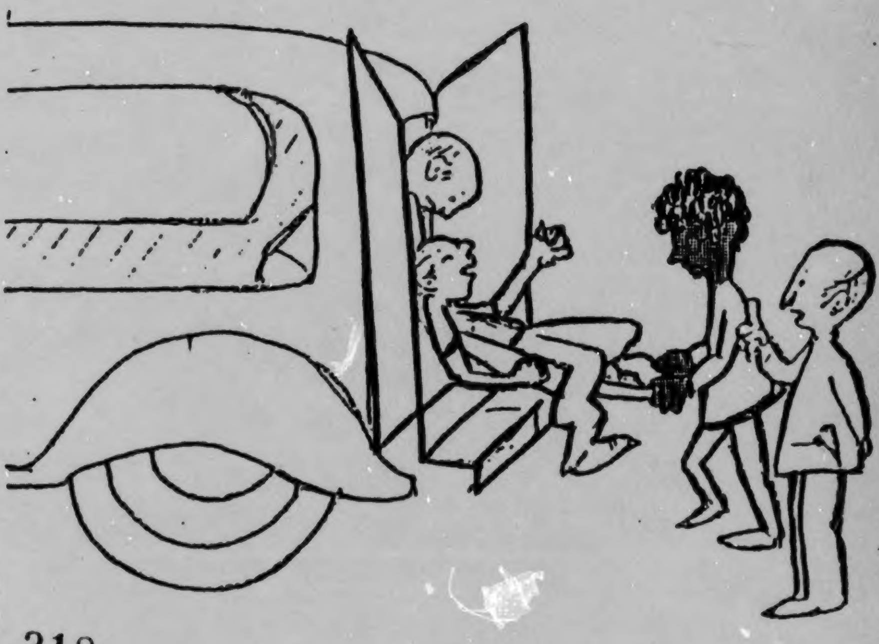
FIRST, THE LEARNING MUST BE EVALUATED. TO DO THIS A CONTINUING SEQUENCE OF COMPARISONS SHOULD BE MADE. THE PERFORMANCE OF THE LEARNER IN THE CLASSROOM OR IN THE LABORATORY OR SHOP SHOULD BE CONSTANTLY COMPARED WITH THE LEARNING OBJECTIVES THAT WERE CONSTRUCTED DURING THE PREPARATION PHASE.

IDEALLY, THIS EVALUATION SHOULD BE CONTINUED ON DURING A FOLLOW-UP PERIOD AFTER THE LEARNER HAS COMPLETED THE COURSE. AT REGULAR INTERVALS, TO GIVE THE COURSE A COMPLETELY REALISTIC EVALUATION, THE PERFORMANCE OF THE GRADUATE OF THE COURSE SHOULD BE COMPARED ON THE JOB WITH THE COURSE OBJECTIVES.

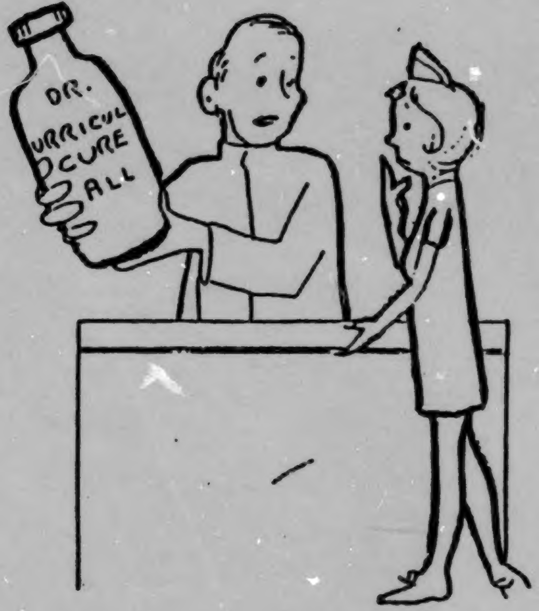
THE SECOND PART OF THE IMPROVEMENT PHASE GROWS OUT OF THE EVALUATION PROCEDURES DESCRIBED ABOVE. WHEN THE EVALUATION INDICATES THAT THERE ARE SOME WEAK SPOTS IN THE COURSE, THE PROGRAM DEVELOPER MUST MAKE REVISIONS IN HIS/HER PLAN AND THEN TRY AGAIN.

TO USE AN ANALOGY, WHAT IF HOSPITALS CONDUCTED THEIR BUSINESS IN THE SAME MANNER MOST EDUCATIONAL INSTITUTIONS ARE OPERATED? WOULDN'T THAT EMERGENCY WITH THE BROKEN LEG IN JULY, HAVE TO WAIT UNTIL SEPTEMBER FOR TREATMENT?

"YOU MAY AS WELL PUT HIM BACK IN THE AMBULANCE. WE CAN'T ADMIT ANYONE UNTIL SEPTEMBER."

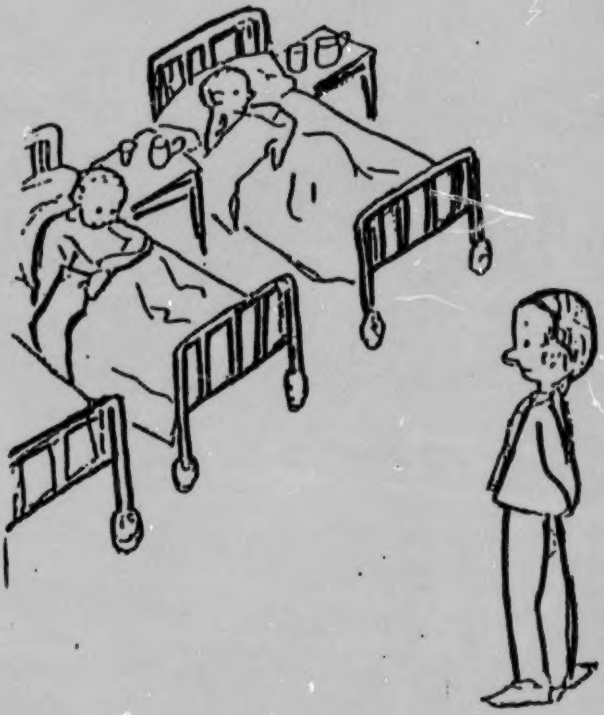


"GIVE EVERY PATIENT ONE FULL BOTTLE. IT HAS EVERYTHING IN IT, SO IT SHOULD DO THE JOB."

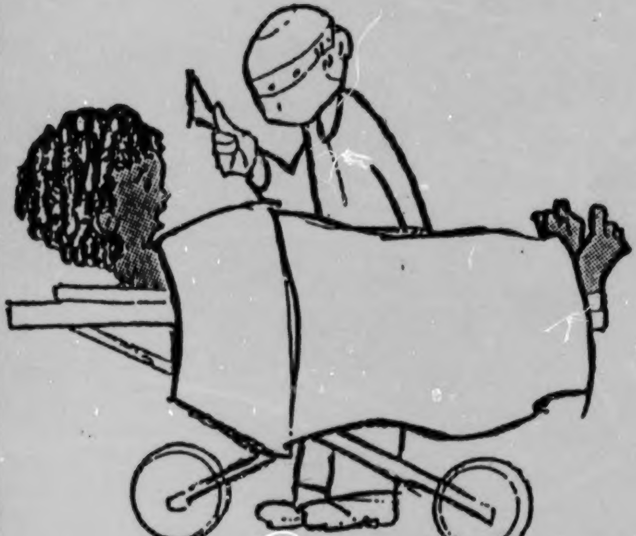

DR.
URRICUL
CURE
ALL

MANY STUDENTS ARE NOT ALLOWED TO PROGRESS WITHIN THEIR CAPABILITIES DUE TO THE FACT THAT EVERYONE BEGINS AND COMPLETES A COURSE AT THE SAME TIME.

"MOST OF YOU IN THIS WARD ARE CURED, BUT WE'RE NOT DISCHARGING ANYONE UNTIL NEXT MONTH."



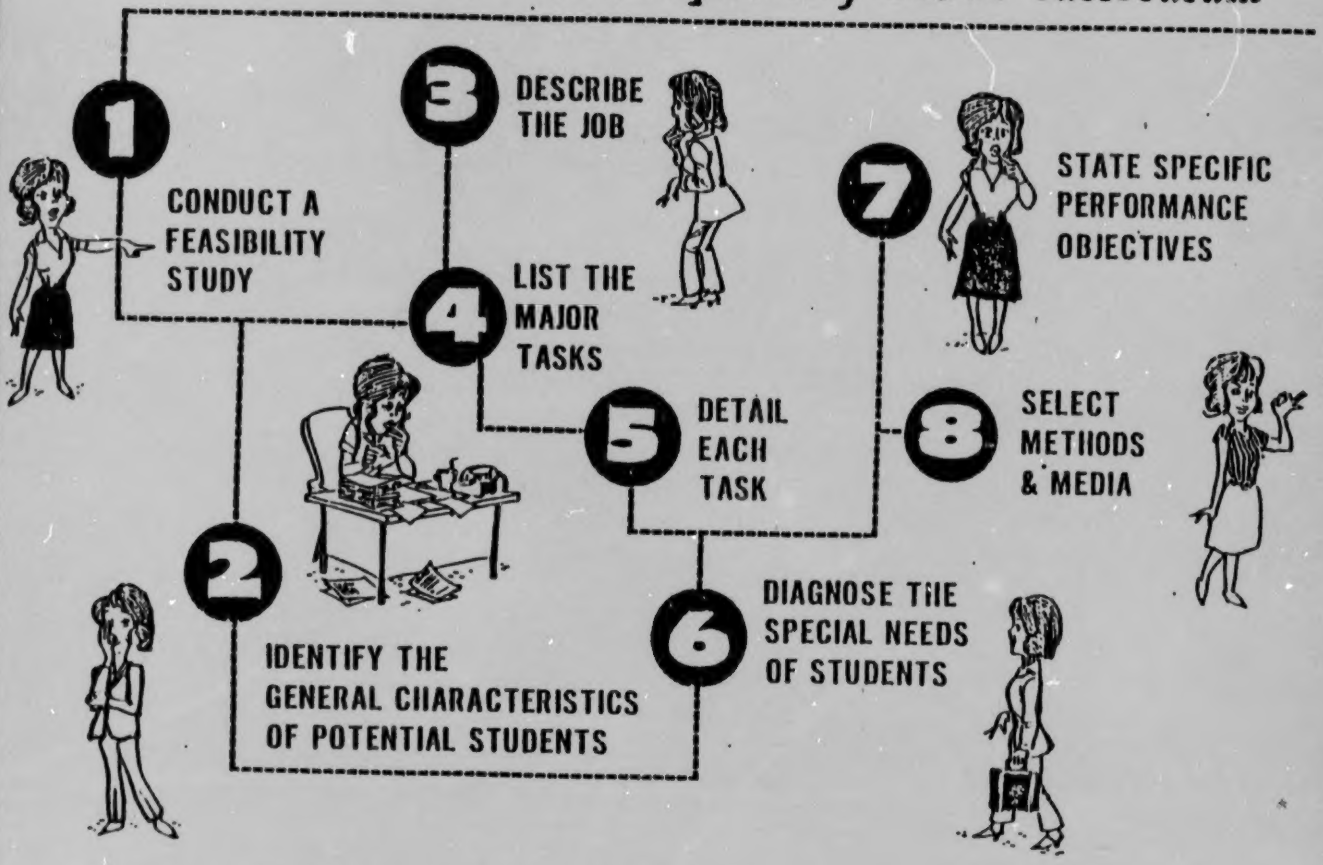
IF EVERY PATIENT IN A HOSPITAL GOT THE SAME TREATMENT, WOULDN'T EACH GET AN OPERATION WHETHER HE NEEDED IT OR NOT?



"I KNOW YOU DON'T NEED AN APPENDECTOMY, BUT WE'RE TAKING EVERYONE'S OUT THIS WEEK."

transparency # 21

PLANNING *the competency based curriculum*



1 CONDUCT A FEASIBILITY STUDY

2 IDENTIFY THE GENERAL CHARACTERISTICS OF POTENTIAL STUDENTS

3 DESCRIBE THE JOB

4 LIST THE MAJOR TASKS

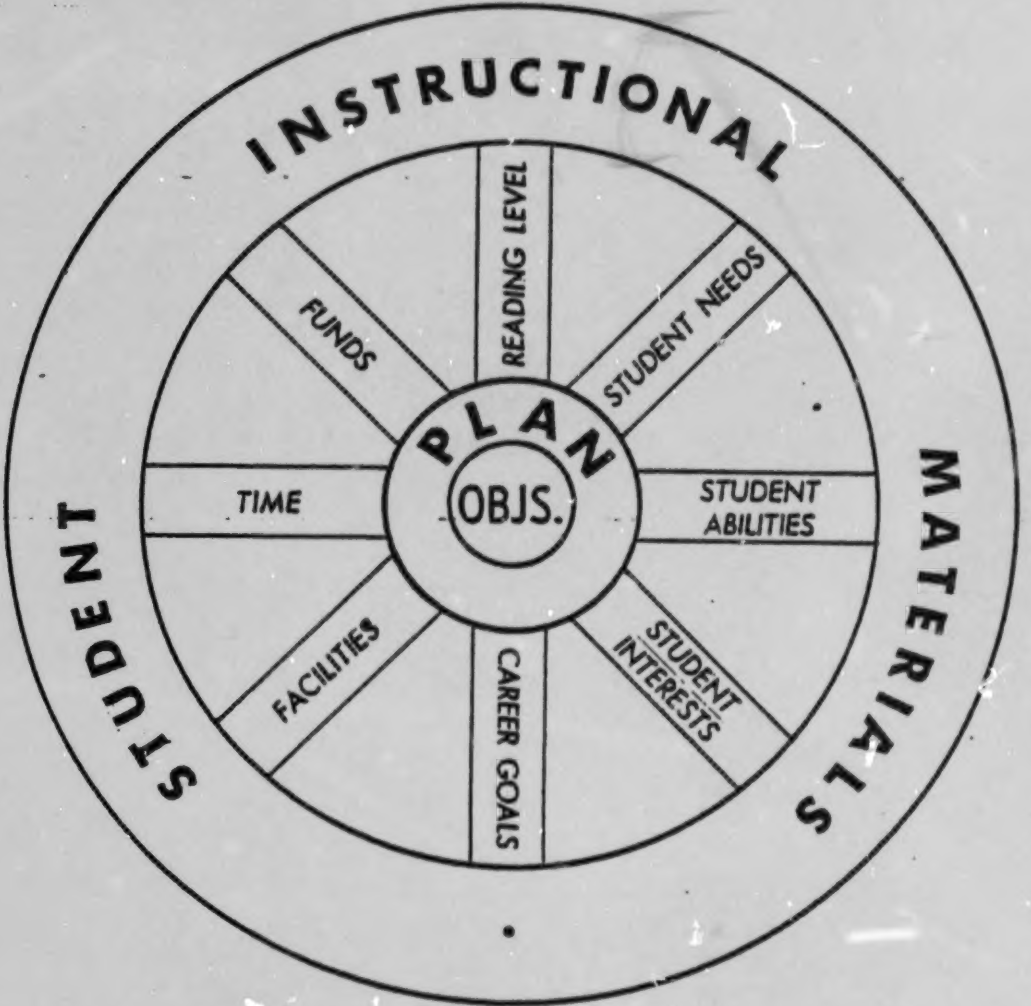
5 DETAIL EACH TASK

6 DIAGNOSE THE SPECIAL NEEDS OF STUDENTS

7 STATE SPECIFIC PERFORMANCE OBJECTIVES

8 SELECT METHODS & MEDIA

Visual by: Marsh Dean, Link Educational Laboratories


INSTRUCTIONAL
MATERIALS
STUDENT
PLAN
OBJS.
READING LEVEL
STUDENT NEEDS
STUDENT ABILITIES
STUDENT INTERESTS
CAREER GOALS
FACILITIES
TIME
FUNDS

The process for selecting student instructional materials begins with the objectives.

FROM: AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MEDIA
MODULE B-5 UNIVERSITY OF GEORGIA.

Transparency #23

SELECTING AND PREVIEWING MATERIALS

- DOES THE CONTENT MATCH MY LESSON OBJECTIVE(S)?
- WILL THE MATERIAL FIT WITH THE INSTRUCTIONAL METHOD(S) I PLANNED TO USE?
- IS THE CONTENT UP TO DATE?.....TOTALLY....IN PART?
- IS THE CONTENT LOGICALLY SEQUENCED?
- IS THE MATERIAL APPROPRIATE FOR THE GRADE LEVEL OF MY STUDENTS?
- CAN EACH OF MY STUDENTS HANDLE THE VOCABULARY USED?
- WILL THIS MATERIAL MOTIVATE EACH OF MY STUDENTS?
- IS THIS MATERIAL GEARED TO THE ABILITIES, NEEDS AND INTERESTS OF ALL MY STUDENTS? SOME OF MY STUDENTS?
- WILL THIS MATERIAL FIT INTO MY TIME CONSTRAINTS?
- DO I HAVE ACCESS TO THE EQUIPMENT (PROJECTOR, TAPE DECK, ETC.) NECESSARY TO USE THIS MATERIAL? IS IT IN GOOD OPERATING CONDITION?
- DO I HAVE THE FACILITIES NECESSARY TO USE THIS MATERIAL EFFECTIVELY?
- DO I HAVE ACCESS TO THE FUNDS NECESSARY TO PURCHASE OR RENT THIS MATERIAL?
- IS THE MATERIAL WELL PRODUCED TECHNICALLY? (IS THE FILM'S SOUND CLEAR AND AUDIBLE? IS THE PRINT IN THE TEXT EASY TO READ?)
- DOES THE MATERIAL HAVE VALIDITY? (DOES THE AUTHOR OR PRODUCER INDICATE THAT IT HAS BEEN PROVEN THAT IT WILL DO WHAT IT IS INTENDED TO DO?)

Transparency #24

INSTRUCTIONAL MATERIALS

WRITTEN MATERIAL:

- TEXTBOOKS
- SUPPLEMENTARY TEXTS
- HANDBOOKS
- PERIODICALS
- PAMPHLETS
- PROGRAMMED MATERIALS
- REFERENCE BOOKS
- DOCUMENTS
- CLIPPINGS

HARDWARE:

- EQUIPMENT
- TOOLS
- MACHINERY
- COMPUTERS

AUDIOVISUAL AIDS

- FILMS
- FILMSTRIPS
- SINGLE CONCEPT FILM LOOPS
- TELEVISION
- RADIO
- RECORDS
- TAPES, REEL-TO-REEL ORE CASSETTS
- PICTURES, DRAWINGS, PAINTINGS
- SLIDES, SLIDE/TAPES
- VIDEOTAPES, AUDIOTAPES
- TRANSPARENCIES
- MICROFILMS
- MAPS, GLOBES
- GRAPHS, CHARTS, DIAGRAMS
- MODELS, MOCK-UPS
- POSTERS
- COLLECTIONS, SPECIMENS
- ACTUAL OBJECTS
- FLANNEL BOARDS
- CHALKBOARDS
- MAGNETIC BOARDS
- FLIP CHARTS

Transparency #25

THE FORMS OF BIAS IN CURRICULUM MATERIALS

INVISIBILITY: CERTAIN GROUPS ARE UNDERREPRESENTED IN CURRICULA MATERIALS. THE SIGNIFICANT OMISSION OF WOMEN AND MINORITY GROUPS HAS BECOME SO GREAT AS TO IMPLY THAT THESE GROUPS ARE OF LESS VALUE, IMPORTANCE AND SIGNIFICANCE IN OUR SOCIETY.

STEREOTYPING: BY ASSIGNING TRADITIONAL AND RIGID ROLES OR ATTRIBUTES TO A GROUP, INSTRUCTIONAL MATERIALS STEREOTYPE AND LIMIT THE ABILITIES AND POTENTIAL OF THAT GROUP. STEREOTYPING DENIES STUDENTS A KNOWLEDGE OF THE DIVERSITY, COMPLEXITY AND VARIATION OF ANY GROUP OF INDIVIDUALS. CHILDREN WHO SEE THEMSELVES PORTRAYED ONLY IN STEREOTYPIC WAYS MAY INTERNALIZE THESE STEREOTYPES AND FAIL TO DEVELOP THEIR OWN UNIQUE ABILITIES, INTERESTS AND FULL POTENTIAL.

IMBALANCE/SELECTIVITY: TEXTBOOKS PERPETUATE BIAS BY PRESENTING ONLY ONE INTERPRETATION OF AN ISSUE, SITUATION OR GROUP OF PEOPLE. THIS IMBALANCED ACCOUNT RESTRICTS THE KNOWLEDGE OF STUDENTS REGARDING THE VARIED PERSPECTIVES THAT MAY APPLY TO A PARTICULAR SITUATION. THROUGH SELECTIVE PRESENTATION OF MATERIALS, TEXTBOOKS DISTORT REALITY AND IGNORE COMPLEX AND DIFFERING VIEWPOINTS. AS A RESULT, MILLIONS OF STUDENTS HAVE BEEN GIVEN LIMITED PERSPECTIVE CONCERNING THE CONTRIBUTIONS, STRUGGLES AND PARTICIPATION OF WOMEN AND MINORITIES IN OUR SOCIETY.

UNREALITY: TEXTBOOKS FREQUENTLY PRESENT AN UNREALISTIC PORTRAYAL OF OUR HISTORY AND OUR CONTEMPORARY LIFE EXPERIENCE. CONTROVERSIAL TOPICS ARE GLOSSED OVER AND DISCUSSIONS OF DISCRIMINATION AND PREJUDICE ARE AVOIDED. THIS UNREALISTIC COVERAGE DENIES CHILDREN THE INFORMATION THEY NEED TO RECOGNIZE, UNDERSTAND AND PERHAPS SOME DAY CONQUER THE PROBLEMS THAT PLAGUE OUR SOCIETY.

FRAGMENTATION/ISOLATION: BY SEPARATING ISSUES RELATED TO MINORITIES AND WOMEN FROM THE MAIN BODY OF THE TEXT, INSTRUCTIONAL MATERIALS IMPLY THAT THESE ISSUES ARE LESS IMPORTANT THAN AND NOT A PART OF THE CULTURAL MAINSTREAM.

LINGUISTIC BIAS: CURRICULAR MATERIALS REFLECT THE DISCRIMINATORY NATURE OF OUR LANGUAGE.

Transparency #26

STRATEGIES OF TEACHING

High Level of Teacher Involvement:

Briefing

Lecture

Dual Lecture

Teaching Interview

Panel

Symposium

Shared Student-Teacher Involvement:

Guided Discussion

Demonstration-Performance

Problem Situation

Case Study

High Level of Student Involvement:

Committee or Task Force

Sociodrama

Simulation Exercises

Games

Assignment

APPENDIX - KNOW YOUR PRIORITY STUDENTS

APPENDIX

KNOW YOUR PRIORITY STUDENTS

A. Minorities in Vocational Education

B. Handicapped Students

C. Limited-English-Proficient Students

MINORITIES IN VOCATIONAL EDUCATION

Students from different cultural backgrounds, including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority. The unique situation of students from different cultures is clarified by Groomes (1975) when he comments that minorities have different developmental needs as a result of their experiences, but have individual needs as well.

These individuals may also share some general characteristics and experiences:

1. They may be experientially disadvantaged.
2. They may be environmentally disadvantaged--economically, socially and/or educationally handicapped.
3. They may be discriminated against and alienated.
4. They may be from different cultural backgrounds.
5. They may lack basic academic skills and appropriate work competencies.
6. They may exhibit a learning performance pattern consisting of a short attention span requiring a variety of activity and involvement.
7. They may experience a minimum amount of individual attention at home, school or elsewhere.
8. They may be viewed as failures.
9. They may have a greater capacity to learn than they have exhibited.
10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education in considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), many minority students view their educational experience in the following ways:

1. The school day is long and tedious.
2. The education they are receiving seems to lack relevance to their future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given the type of counseling, encouragement, or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race, or poor educational background, they do not believe that returning to school will improve their situation.

Students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation, and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect.

There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English. It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[1] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors alike must be sensitive to the individual and group needs of these special students. Certain characteristics common to all three groups deserve the counselor's attention. The handicapped and the disadvantaged often have a poor sense of self-worth, experience alienation from the majority, lack exposure to adequate role models, and lack proper academic and job skills.

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[1] Lennon, Thelma C. Guidance Needs of Special Populations. National Center for Research in Vocational Education, Ohio State University, 1979. (ERIC/NCRVE: I.S. No. 145).

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners and a pattern of academic failure is established.

Black Students

Research has shown that vocational schools are not enrolling enough minority students; and according to a new survey by the Education Department, regular high schools often place minority and handicapped students in stereotyped vocational programs.[2] A survey by the Education Department's Office for Civil Rights further maintains that Blacks comprise 18.4% of high school vocational enrollments, 11.3% of postsecondary vocational enrollments, and 10.3% of area vocational training center enrollments.

The report shows that minorities aren't making much headway in apprentice training programs, and handicapped students are concentrated in a few occupational programs such as auto repair, food management and home economics.

The Office of Civil Rights survey shows 13,290 black males and 530 black females enrolled in auto mechanics. Compared to these figures there were 7,494 Hispanic males and 284 Hispanic females. In terms of apprentice training programs, white males made up 20,769 of the total 30,224 students enrolled.

The OCR survey further reveals that the largest percentage of black enrollment is in consumer and homemaking and occupational home economics followed by office occupations. Blacks fared poorest in the agricultural and technical areas.

The NAACP's Legal Defense Fund referred to the OCR survey as added evidence that blacks are "over represented in the lowest quality programs and courses that equip them with no labor market skills or which train for low-wage, low-demand, dead-end jobs." The group also pointed out that blacks are under-represented in courses training youth in agricultural production, medical technology, welding, electronics, and administrative skills.[3]

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[2] Voc Ed Programs Are Stereotyping Minorities, OCR Survey Finds", Phi Delta Kappan, December, 1980.

[3] *Ibid.*, p. 292.

One of the ways vocational education has dealt with the dumping ground syndrome often associated with vocational schools is to build more modern, well-equipped facilities in mostly white suburban areas out of the reach of urban youth, through attendance zoning, lack of transportation, or admissions requirements that are often discriminatory.[4] Studies have revealed that numbers of these institutions were built using federal funds targeted for low-income areas.[5] This fact poses further problems in black student access to quality vocational education.

Hispanic Students

The educational progress for Hispanic youth has been generally limited. In most instances, Hispanics are lacking in educational attainment. Over the years Hispanic youth have made some gains in education. Some that have been able to avail themselves of educational opportunities in higher education often experience discrimination in the labor market. Despite the fact that their education levels are well above their parents', Hispanic youth continue to have lower levels of educational attainment than their black and white counterparts. The median years of school completed for Hispanic youth was 10.9 years in 1978. For Mexican-Americans the median years of educational attainment was 11.0 years; this compares to 10.8 years for Puerto Rican youth in 1978.[6]

In his "Youth Employment Policies: An Hispanic Perspective," Richard Santos points out that the employment situation of Hispanics is influenced not only by market forces but by cultural, psychological, and social factors. Hispanic youth have their own ethnic culture, distinct from other youth. Depending on the situation, the labor market impact can either be positive or negative. For example, the need for immediate satisfaction may negate participation in long term training programs which have a high rate of return. A negative attitude toward work may cause loose attachments to the work force. Likewise, participation in such illegal activities as drug dealing will reduce labor force participation. By the same token, the dismal economic prospects in the youth labor market may cause negative attitudes and cultural views toward work.

Santos further goes on to note that in examining the labor market policies to effectively increase employment prospects for Hispanic youth, certain major elements were identified as crucial to an overall employment strategy. For example, it is important to recognize the diversity of the Hispanic youth group. Labor force participation rates and unemployment severity vary among the groups. The Santos article suggested that special attention be paid to the Hispanic minority females, especially Puerto Ricans and that the diversity of the group requires a variety of employment approaches.

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[4] Janet Wells, "Outside Looking In," Vocational Education, December 1978.

[5] Ibid., p. 46

[6] "Hispanic Youth and Public Policy: Data Problems, Issues and Problems," Vice President's Task Force on Youth Employment, Vol. 2, Gilbert Cardenas, Pan American University.

Other research indicates that the employment strategy should be designed to accomodate the needs of Hispanic youth, whether it is skill acquisition, income support, work experience, or combinations of the above.

In 1972, the National Center for Education Statistics began its National Longitudinal Study (NLS). Base year data were collected at that time from a representative sample of high school seniors. Respondents were classified as white, black, or Latin American on the basis of self-identification. The degree of overlap between the Latin American (Hispanic) ethnic category and the racial categories was not known. As was true when considering ethnic differences in participation in vocational education, it should be kept in mind that Hispanics had a much higher attrition rate than whites (entries 2.29-2.35). Therefore, data from NLS reflected information based only on that group of Hispanic students that remained in high school to become seniors. Some conclusions gathered from the data were that:

- Hispanic high school seniors were somewhat older than their white classmates. This is reflective of the higher rate of delayed education for Hispanic students. Only 20 percent of the white seniors but 49 percent of the Hispanic seniors in spring 1972 were over 18 years old (entry 2.13).

- Although Hispanic and white seniors reported spending almost equal amounts of time on their homework (entry 2.14). Hispanic students tended to get lower grades (entry 2.15). Only 35 percent of Hispanics reported grades of "mostly B" or better, compared with 52 percent of the whites. Given the high verbal content of most high school courses, it is possible that the grade differential is due to differences in English language competency.

- Hispanic students, more often than whites, reported being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education (entry 2.16).

- Almost equal percentages of white and Hispanic students made their choice of a high school program on their own. Among those students who were influenced by others, Hispanic students were more likely to seek advice from multiple sources.

- Although many Hispanic students felt that their parents' lack of interest in their education adversely affected their study habits, almost twice as many Hispanic as white students reported that they were influenced by their parents in their choice of a high school program. Hispanic students more than white students were also influenced by their friends, guidance counselors, teachers, principals, clergy, and other adults (both relatives and non-relatives) (entry 2.17). It is of interest to note that relatively more Hispanics than whites reported that they had no choice of a high school program.

- When asked how important various factors were in their lives (entry 2.18), two factors were judged very important by over 80 percent of both Hispanics and whites. These were: being successful in their line of work, and finding the right person to marry and having a happy family life. Hispanic students more often than whites also placed greater importance on: providing their children with better opportunities than they had, working to correct social inequalities, being a leader in the community, and living close to their parents. White students more often than Hispanics placed importance on having strong friendships.

- Generally fewer Hispanic than white seniors participated in extracurricular activities (entry 2.19).

- When asked if they had ever heard of certain Federal programs designed to assist the educationally disadvantaged, such as Neighborhood Youth Corps, Talent Search, and Upward Bound, large percentages of both Hispanics and whites were unaware of these programs (entry 2.20). Awareness was slightly higher, however among white students. (For information on Hispanic participation in some of these programs, see entry 3.42).

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well being. It is an act that can seriously limit one's employment opportunities and earning potential.

The NLS studies further note that Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket (entry 2.29). Examination of the 1978 data (entry 2.30) show that the disparity between whites and Hispanics become more pronounced with increasing age. The percent of noncompleters increases steadily with age, jumping sharply between ages 16 (the last year of compulsory education) and 18. The figures for whites tend to level off while those for Hispanics continue to rise gradually. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma compared with about 14 percent of the white population.

Puerto Ricans and Mexican Americans had noncompletion rates that were considerably higher than those of the other Hispanic subgroups (entry 2.31). When place of birth was taken into account (entry 2.32), approximately half of the Puerto Rican and Mexican American population aged 14 to 30 who were not born on the U.S. mainland did not complete high school. Of those born on the U.S. mainland, less than 20 percent did not complete high school.

Language background appears to be related to one's dropping out of high school (entry 2.33). Hispanics age 14 to 30 with a non-English language background dropped out of school 2-1/2 times more than whites with a mono-English background. On the other hand, Hispanics who were brought up in homes where only English was spoken had participation rates in school similar to whites with a mono-English background. Again, this cannot be interpreted to mean that background in a language other than English causes high noncompletion rates; rather a non-English background may be related to degree of assimilation, facility in English, or to socioeconomic conditions which may impact on the likelihood of completing school.

The study shows that there is a relationship between the financial status of one's family and the likelihood that one will complete high school (entry 2.34). As the financial resources of the family increase, the percent of people completing school increases. This was true for both white and Hispanic families, although at all levels, Hispanics were two to three times more likely than whites not to have graduated from school.

Women/Men in Nontraditional Programs

Women in vocational education have often found themselves confronted with what is considered their "realistic and proper" place in society, despite the fact that discrimination on the basis of sex has been illegal in vocational education for some time. Women students are generally under-represented in most vocational education programs and over-represented in those traditionally female-oriented programs. This is generally true in Massachusetts as well as the country as a whole.[7]

Efforts to meet the needs of women and men in nontraditional programs have focused predominately on women in order to increase the number of women pursuing nontraditional occupations and expand their representation in a broad range of training programs. Yet, educational personnel report that negative attitudes about nontraditional choices and expansion of male/female roles are still prevalent in state agencies, school districts and communities.[8] Where women have entered nontraditional programs, they often find that they are the only woman in the class or, at best, one of very few women. Programs to prepare women for this situation and provide support for those who are participating in nontraditional programs have been developed to assist them in preparing for and dealing with the harrassment they may face in class and the lack of support or ridicule they may face from peers and family. An additional factor relates to doubts women may have about their ability to succeed in a nontraditional environment; the absence of female instructors and/or role models does little to allay these fears.

Employers often have to be convinced that women are qualified to do jobs that have been considered men's jobs as productively as men. Men who are pursuing occupations that have been traditionally female are also suspect from the employers' view.

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[7] You Can Do It: The Vocational Education Recruiter's Guide, A. L. Nellum and Associates, 1983.

[8] National Advisory Council on Vocational Education and National Advisory Council on Women's Educational Programs. Increasing Sex Equity, Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. Washington, D.C., December 1980.

Employers are particularly concerned about the disruption that may occur when a woman enters an all-male work situation. Some employers still hold attitudes that there are jobs that women should not do or that women should not work and take a job away from a man who is supporting his family. To respond to these concerns, voc. ed. personnel have to help educate employers about the roles of women and men in the work force, their abilities to do the job, and the reasons why they work.

That vocational education be free of sex-role stereotyping is most important, first of all, because it is a curriculum whose intent is to prepare individuals for work. Largely because of this employment linkage, it is the only high school curriculum that receives direct Federal funding.[9]

Secondly, although the Federal share in vocational education funding is only about one dollar in ten, nearly half of the Federal money that goes into secondary education comes through vocational education. Thus, if there is any place in secondary education the Federal Government can be a force for positive change, it seems most likely to be in vocational education.

Third, to a greater degree than in any other education program the Federal Government has already addressed sex equity in vocational education through congressional legislation. Sex equity is one of the four main goals of the Vocational Education Act as amended in 1976, and the Act contains extensive provisions designed to enable State vocational programs to overcome sex discrimination and sex stereotyping.[10] This legislation appears to have the potential for helping women and men in vocational education virtually eliminating bias and stereotying in voc. ed. programs.

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[9] 90 Stat. 2178 says in part that each State receiving Federal vocational education funds must assure that such funds "will not be used for any program of vocational education (except personnel training programs...and homemaking programs) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation..."

[10] Title II regulations provide the following definitions. "Sex discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of sex. "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

IMPORTANCE OF MULTIETHNIC EDUCATION

James Banks defines multiethnic education as a process designed to bring about changes in the total educational environment so that students from diverse racial and ethnic groups will experience educational equality. Multiethnic educational reform requires making changes in all aspects of the educational environment.

Since multiethnic education is a concept with wide boundaries, we must examine the total educational environment to determine whether a school is multiethnic. A multiethnic school does not necessarily refer to a school that has a multiethnic student or teacher population, but one that has norms and values that respect and support the ethnic and racial diversity within American society.

It is important to emphasize that multiethnic education is a comprehensive concept that implies reform of the total educational environment. Many educators incorrectly assume that multiethnic education involves only a superficial integration of the curriculum, and are thus satisfied when they have added a few ethnic minority heroes to the Anglo-American heroes that are already studied.[11] But multiethnic education and modernized ethnic studies programs are conceptual and interdisciplinary and focus on much more than just isolated factual information about ethnic heroes.

Multiethnic Education: A Process

Multiethnic education is an ideal-type concept--an ongoing process that is never fully attained. Consequently, a school is never totally multiethnic, but rather achieves a degree or level of multiethnicity as it continues to examine and re-examine its values, pupil-to-pupil interactions and student-teacher relationships.

There are many variables involved in defining a school's level of multiethnicity:[12]

- motivation of the students and teachers
- attitudes, perceptions, beliefs and behaviors of school staff
- languages and dialects sanctioned by the school and spoken by the students
- formalized curriculum
- school assessment and testing procedures

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[11] James A. Banks. "Multiethnic Education and School Reform," Education in the 80s: Curricular Challenges. National Education Association. 1981 pp. 121-122.

[12] op. cit., p. 116.

- school policies and politics
- school culture
- counseling programs
- instructional materials used
- community participation in the school

Learning Styles, Motivational Systems and Cultures of Ethnic Minority Students

A number of researchers have documented the mismatch between the general learning environment of a school and the linguistic and cultural characteristics of ethnic minority students. As Banks notes, "The educational environments of most schools are more consistent with the learning patterns and styles of Anglo-American students than with those of ethnic minority students such as Afro-Americans, American Indians and Puerto Ricans".[13] Some research suggests that the patterns of mental abilities differ among various ethnic groups as well.[14]

Research also suggests that ethnic minority and Anglo-American students often differ in their cognitive styles and that most teachers have cognitive styles that match those of Anglo-American students. Ramirez and Castaneda, for example, have found that Mexican-American youths tend to be more field-sensitive in their cognitive styles, i.e., they tend to work with others to achieve a common goal, are more sensitive to the feelings and opinions of others. Anglo-American students, on the other hand, tend to be more field-independent, i.e., they prefer to work independently and to compete and gain individual recognition.[15]

Ethnic minority youths also differ from mainstream youths in their motivational systems and styles. Ethnic minorities such as Blacks and Chicanos, for example, tend to be externally controlled, i.e., they believe that they can do very little to determine their success or failure because it is primarily determined by others. Internally controlled students, on the other hand, believe that they can shape their own destiny. Most of the techniques used by teachers to motivate students are more effective with internal controlled students than with external controlled students. Thus, these techniques often fail to motivate ethnic minority students.[16]

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[13] *Ibid.*

[14] Susan S. Stodolsky and Gerald Lesser. "Learning Patterns in the Disadvantaged", *Challenging the Myths: The Schools, The Blacks and the Poor*. Harvard Educational Review Reprints Series, No. 5. Cambridge, Mass. Harvard Educational Review, 1975. p. 43.

[15] Manuel Ramirez and Alfredo Castaneda. *Cultural Democracy, Bicognitive Development and Education*. New York: Academic Press, 1974.

[16] James A. Vasquez. "Bilingual Education's Needed Third Dimension". *Educational Leadership*. November 1979. pp. 166-168.

Often the tasks that teachers assign to ethnic minority students are nonmotivating to these students because they are inconsistent with the students' cultural norms, behaviors and expectations. Teachers are frequently unaware of the cultural differences that their students bring to the classroom, and problems often result from the teachers misinterpretation or failure to recognize this.

To work more effectively with multiethnic student populations, teachers need to acquire accurate knowledge about the cultural characteristics, learning styles and motivational systems of ethnic youths and master the skills needed to work more successfully with them.

Teacher Attitudes, Expectations, and Behavior

A number of researchers have investigated teacher perceptions and attitudes toward ethnic and racial groups, and the effects of these attitudes on students' self-concepts, attitudes, perceptions and behavior. The research suggests that many teachers have prejudicial attitudes toward and perceptions of racial and lower socioeconomic groups, and that these prejudicial attitudes influence not only their verbal and nonverbal interactions with students but also student behavior and attitudes.[17]

Gay found that both black and white teachers interact differently with black and white students in desegregated social studies classrooms.[18] Teachers were more positive, encouraging and reinforcing toward white students. White students also received more opportunities to participate in substantive academic interactions with teachers. Verbal interactions with black pupils were primarily nonacademic, procedural, critical and nonencouraging. In an important study, Parsons found that a school he examined within a Mexican-American community reinforced the dominant societal attitudes and perceptions of Mexican Americans, and perpetuated the social-class stratifications that existed among Anglos and Mexican Americans.[19] Parsons concluded that the teachers were the primary socialization agents in the school that reinforced and perpetuated social-class and ethnic stratification.

Banks interprets the findings of such studies to indicate that regardless of their racial or ethnic group membership many teachers internalize the dominant societal attitudes and values toward minority and lower socioeconomic groups, and they often reinforce these attitudes and values in the classroom. Teachers must acquire more democratic attitudes and values before schools can practice social-class and cultural democracy. They need to acquire the knowledge, skills and attitudes needed to become effective multiethnic educators.

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[17] James A. Banks, op. cit. p. 118.

[18] Geneva Gay. "Differential Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Social Studies Classrooms. A Function of Teacher and Pupil Ethnicity". Washington, D.C.: National Institute of Education. 1972. pp. vii-x.

[19] Theodore W. Parsons. Ethnic Cleavage in a California School. Doctor's Thesis. Standford, California. August 1965.

A multicultural perspective, according to Mercer, would promote several important goals toward improving the learning environment for minority students.[20] It would:

- recognize the integrity and value of different cultural traditions;
- not assume that the Anglo-American culture is necessarily superior to other traditions, or that conformity to the dominant culture is imperative for social cohesion;
- accept the fact that there are many cultural mainstreams in modern America and that individuals have the right to participate in as many of these mainsteams as they wish.

Differences in life styles, language and values should be treated with respect, and persons from minority cultures would not be regarded as culturally disadvantaged, culturally deprived or empty vessels.[21]

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[20] Jane R. Mercer. "Latent Functions of Intelligence Testing in Public Schools", *The Testing of Black Students.* Englewood Cliffs, N.J.: Prentice-Hall. p. 91.

[21] *Ibid.*

HANDICAPPED STUDENTS

Capabilities and Characteristics of Handicapped Persons

Handicapped persons have all the diverse characteristics of non-handicapped persons. In short, they are individuals. Each is a unique being with combinations of strengths and limitations, interests and disinterests, and vocational knowledge and naivete. Frequently, the handicaps aren't visible, and instructors are more aware of individual differences than they are of the existence of handicaps!

It is characteristic of handicapped persons that they have a more limited experience base than non-handicapped students by the time they reach adolescence. Largely because they have been lacking in opportunities, they often have a greater need to develop pre-vocational skills or awareness than do their non-handicapped counterparts. (For example, handicapped students' shopping opportunities are often less than those of non-handicapped students, so their awareness of comparative pricing of goods in retail sales might be minimal.)

Who Are the Handicapped?

- Handicapped persons are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in regular vocational education programs without special educational assistance or who require a modified vocational program. (California State Plan for Vocational Education, 1972.)

One of the problems that continually seems to arise with the handicapped, and many times unnecessarily so, is their classification and labeling. Understandably, classifications and groupings have importance from the standpoint of administrative accounting and for organizing relevant instructional materials. The reason for this is a straighforward one; there are particular techniques that can be very successfully employed for some handicapped persons that are unnecessary or even wasteful for others with different handicaps.

Vocational educators have experienced difficulty in meeting the special needs of handicapped students partly because they feel that they lack adequate training to work with these students. The needs of handicapped students may vary greatly depending on the particular individual. Some needs of these students may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;

- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;

- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;

- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and

- Construction of environment features to permit access--ramps, railings, lavoratory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies and personnel with expertise to design services to handicapped students that are individualized, appropriate, and comprehensive. The development of a system of service delivery may require one or all of the following:

1. Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.

2. Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.

3. Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.

4. Determining the availability of special instructional materials; this includes teacher aides, equipment, and curiculum syllabi;

5. Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

In the job placement of handicapped students, the vocational educator plays a key role in breaking down employers' fears and attitudinal barriers. Vocational educators must understand the strategies that reduce employers' fears; know how to explain student skills in relationship to the particular task required in a job (using terms the employer will understand); discuss the aspects of the job which the special-needs student can perform in order to get the job done; explain the use of special equipment or the redesign of the task as it was modified in the classroom; ways to restructure the job; and how to explain that insurance rates are not determined by the type of employee hired. The vocational educator's role should be one of assisting an employer in hiring a special-needs person based on his or her abilities, not disabilities.[22]

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[22] Puzzled About Educating Special Needs Students? Wisconsin Vocational Studies Center.

Vast numbers of handicapped adults have passed through their formative years without the kinds of educational and vocational experience that would prepare them for a useful place in society. Many of them have been denied entry into training opportunities because their potential was underestimated; still others, because an instructor or counselor was doubtful that they could be successfully placed to gain work experience. Fortunately, the situation is changing, and changing rapidly.

A number of systematic efforts are being carried out to correct this inequity, including a variety of federal and state programs which place increased emphasis on the education of the handicapped and on the provision of appropriate resources and support services at the school level.

Probably the most important influence on the handicapped student's performance will be the people you involve as you work with him or her. It will be necessary for you to cooperate with most of the people below in order to work effectively with handicapped students:

- The special educator - the person whom the handicapped student most closely relies on in most schools. Professionally trained and ready to cooperate, he/she will help you to avoid mistakes rather than make them.

- The classroom aide - a person you may not have as yet. If special assistance during class hours or tutorial help out of class is necessary (not for your sake but for the student's), you may find this person invaluable, a good extension of yourself.

- Occupational therapists - have been very helpful in specifying the kinds of performance handicapped persons can do. They can help in the matching of physical potential to appropriate vocational goals.

- Rehabilitation counselors - providing a valuable link to resources, specialized training and post-school vocational follow-up leading to employability. Cooperation between school and rehabilitation personnel frequently pays real dividends.

- Parents - the unsung heroes. They have lived with the handicapped child long enough to learn a few things that you might like to know. Remember, too, you need their support at home while you interact with their child at school.

- Employers - a key to on-the-job success in work study and work experience programs. The flexibility and positive support of the employer is one of the biggest boosts a handicapped student can get.

- Vocational committees - most vocational education programs have one. It may include a subcommittee for the handicapped or have handicapped persons on the committee itself. Remember, committees are most helpful when the members can attract the broad based community support that you and the handicapped student need.

- Volunteers from the community - many persons would work with the handicapped student when given the chance. Contacting appropriate local volunteer groups can lead to surprising amounts of help.

- Medical personnel - they are as much interested in preventing medical problems as curing them. If you feel that there are tasks which might be risky for your handicapped students, check them out. Get to know your student's physical limitations.[23]

Legislation at the Federal Level

Recent federal legislation recognizes the need to prepare students for later life and a meaningful occupation and thus ensure that handicapped persons who can be productive members of society and who will work at some future time with non-handicapped persons should be afforded an opportunity to be a part of regular vocational programs whenever possible. Likewise, non-handicapped graduates of vocational programs are more likely to accept co-workers who are handicapped if they have learned during their schooling that these persons can get jobs done and in no way present a deterrent to their own performance.

The Vocational Education Act of 1963 together with the Vocational Education Amendments Act of 1968 (Public Law 90-57[illegible] [illegible]ure that any school district offering vocational education wi[illegible] [illegible]n an equitable basis, even though students may have a disadvantag[illegible]kground or be mentally or physically handicapped. Part B in the legislation makes provision for the modification of services—and special supportive assistance that are often desirable when handicapped students are involved. These "earmarked" funds can be used in a number of ways, depending on local needs and priorities.

It is important to realize that many of the services covered are not needed continuously. Interpreter services, for example, may be very important for a few weeks, then diminish in necessity. Also, many of the expenses for handicapped students, such as ramps and rails, are one-time-only requirements. The following table shows some of these services.

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[23] Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

TYPES OF PROGRAMS AND SERVICES COVERED BY FEDERAL LEGISLATION

1. Surveys by contract or by staff members to identify
   a. Handicapped population
   b. Methods, materials, equipment and techniques utilized in providing vocational education programs, services, and activities for handicapped persons
   c. Occupational opportunities available to the handicapped
   d. Other agencies, organizations and individuals who are concerned with and knowledgeable about education of handicapped persons
   e. Extent of vocational preparation being provided by other agencies and organizations
   f. Areas in which programs are needed (geographic, population groups, manpower needs, etc.).

2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support

3. Scheduling modifications which require
   a. Additional faculty time
   b. Extended school day, week, or year which requires additional faculty time and other related expenses
   c. Individual instruction

4. Formation and servicing of advisory committee for the handicapped

5. Formation of and participation in activities of coordinating committees to include travel expenses, additional time of assigned faculty member, and additional clerical expenses

6. Modifications of regular program
   a. Special equipment and facilities modification necessary for handicapped persons if they are to succeed in a regular vocational program--includes purchase, repair, and maintenance
      (1) Special materials or signal systems
      (2) Ramps, handrails, and modified work stations
      (3) Simplified equipment and alternative controls for equipment
   b. Curriculum modifications for individual students which may involve additional expenditures
      (1) Additional time allotment needed for skill development
      (2) Special workbooks and/or textbooks
      (3) Task analysis
   c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition
      (1) Psychological services; testing, evaluation, consultation services which are additional to those provided to non-handicapped students
      (2) Reader services for the visually handicapped
      (3) Guide services to lead handicapped students to classes, restroom, bus, etc.
      (4) Interpreter services for the deaf
      (5) Tutorial services
      (6) Teacher training activities
      (7) Vocational orientation for handicapped persons
      (8) Remedial education
      (9) Educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.
      (10) Consultation services which may require extra time in meeting with parents
      (11) Job placement coordinators, job finding, placement, and employment follow-up services
      (12) Program and curriculum development
      (13) Guidance and counseling services which are in addition to that provided to non-handicapped students
      (14) Transportation services which are in addition to those provided to the non-handicapped
      (15) Rental of classroom and office space
      (16) Minor remodeling and alterations of previously completed building space
      (17) Contract with a private agency to provide program services and activities which the local educational agency cannot provide

Adapted from: Mainstreaming The Handicapped In Vocational Education, American Institute for Research.

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There is other federal legislation which has important ramifications as well. The Education of the Handicapped Amendments of 1974 (Public Law 93-380, Part B) makes clear that

> "to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Public Law 93-380 further stipulates that grants and contracts are authorized for developing and operating a

> "specially designed or modified program of vocational, technical, post-secondary or adult education for deaf or other handicapped persons."

Priorities are to be given to (a) programs serving multi-state regions or population centers, (b) adaptation of existing programs, and (c) programs serving areas where a need is clearly demonstrated.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) is recent legislation having broad significance for educational services at state and local levels. This legislation adds further emphasis to the concept of "mainstreaming" the handicapped and specifies that the least restrictive educational environment should be provided, consistent with the handicapping condition and the potential of the individual. Certainly for a large proportion of handicapped students, participation in regular classes for a portion of the day is both practical and appropriate. Public Law 94-142 provides special funds for the elimination of architectural barriers in educational facilities where these interfere with the handicapped person's receiving full services.

The Rehabilitation Act of 1973, together with the Rehabilitation Act Amendments of 1974, is another important piece of federal legislation that is designed to help handicapped persons vocationally. The federal program of vocational rehabilitation services is carried out in the form of grants-in-aid to state and local governments. At the community level, once the potential for vocational placement is established for an individual, handicapped clients can receive help in numerous ways through their rehabilitation counselor. For example, they can receive specialized equipment, transportation, books and materials, special and tutorial services, help in communication or interpretation, and such assistance as is necessary to develop (a) living skills, (b) occupational readiness, and (c) job placement.

LIMITED-ENGLISH-PROFICIENT STUDENTS

LEP Characteristics--What Services Do They Need

Limited-English Proficient persons face a number of problems in gaining access to and succeeding in educational programs and in jobs. They are not, however, homogeneous in their makeup, but display a variety of characteristics. Their English proficiency ranges from zero to advanced (but still substandard). Education levels vary from completely unschooled and needful of rudimentary learning tools to highly educated. While some LEP persons are highly literate in their native languages, others may be totally illiterate, or speak a non-written language. Some speak and write a language whose alphabet has Latin characters, or that has other linguistic characteristics similar to those of English, and therefore face an easier transition to English proficiency. Others speak and write languages whose characters are non-Latin, or whose phonology markedly differs from the English phonic sounds, and thus may take relatively longer to make the transition to English proficiency.

Some LEP persons have professional or technical occupational skills but need recertification or English language skills to make their skills saleable in the U.S. job market. Many have skills that won't transfer into the U.S. job market or have no saleable job skills at all. While some are employed, most are underemployed or not employed at all. They are of different ages and are from varying socio-economic backgrounds and have different legal resident status.

LEP populations have a diverse array of cultural backgrounds. Some were born and have lived for a long time in the United States, though many of these people live in the isolation of an urban barrio or a migrant camp, still immersed in a non-mainstream subculture. Others arrived in the U.S. recently, either by their own choice as migrants or immigrants, or by necessity of escape, as refugees. Of the recent immigrants, some are from urban industrialized environments and others are from traditional rural settings totally unlike modernized U.S. society. The cultural diversity among LEP persons presents a broad array of language groups to be dealt with, as well as a myriad of different values regarding time, world view, interpersonal relations, learning style, and attitudes toward education, family, age, occupations, and physical work.

LEP persons face difficulty in seeking, keeping and advancing in jobs. They face language, cultural, and educational barriers at a time when the English-speaking job market requires increasing educational achievement. They often have no transportation, no money for day care, and depend upon secondary job market underemployment or welfare for subsistence. While cultural shock is pervasive for newcomers, longtime LEP residents feel a sense of discrimination and denigration.[24] Both lead to a sense of low self-esteem and lack of self-confidence.[24]

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[24] Jack Reynolds, Kamer Davis and Marta Kelsey, The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability, Washington, D.C.: University Research Corporation, 1978.

LEP persons' objectives and motives for attending education and training classes differ according to the person's characteristics and background. Necessary employment-related services include vocational skill instruction, English-language instruction, job-search-and-readiness counseling, counseling on work habits and attitudes, job placement, basic skills instruction, career counseling, cultural orientation, and survival skills. They often need additional support services to ensure success in employment training and in subsequent employment, transportation, day care, personal counseling, health and mental health aid, legal aid, driver's-license training, financial support, and other services.

Unfortunately, traditional vocational education and employment training programs often are environments that are unfamiliar to LEP students, dominated by a language and culture insensitive or even hostile to linguistically and culturally different persons. While these systems are the keys to acquiring skills for jobs and self-sufficiency, they are taught in English, with prerequisite English proficiency levels. LEP persons often don't comprehend school activities and have difficulty with educational tasks. Dropout rates for LEP persons are high. Thus, LEP persons frequently find it difficult to enter or to succeed in vocational education. They find themselves unable to gain the job skills necessary to break their circle of disadvantagement.

NEED SUBGROUPS WITHIN THE LEP POPULATION

The diversity of need subgroups within the limited-English proficient population defies simple classification. LEP individuals fall at varied points on the following scales:

1. English-language proficiency:
   zero....................................advanced, still substandard

2. Basic educational background:
   nonliterate
   in primary language,
   no formal learning skills...........................highly educated

3. Occupational skills:
   no skills...highly skilled

4. Cultural background:
   non-Western..Western
   pre-industrial...industrial

5. Time in U.S.:
   recently arrived........................U.S.-born, longtime citizen
   or resident

6. Age:
   youth...adult

7. Language group:
   non-Western, Western linguistic patterns
   linguistically unlike English....................similar to English

This is not comprehensive. Other factors such as legal resident status, socioeconomic class, place of residence, and occupational status also will affect training and education for LEP persons.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advisory Council on Vocational Education, 1981.

TYPICAL LEP STUDENTS IN AN ADULT CLASSROOM

These students are all in the same adult classroom. The level and kind of instruction they need are widely divergent.

* * * * * * *

Marta is 28 years old. She is a Cuban refugee who arrived in this country four months ago. In Cuba she lived in a large city and worked as an elementary school teacher. She speaks English at an intermediate LEP level.

Enrique is 44. He has worked as a migrant farm laborer for several years since he came here from Mexico City. He has a 6th-grade education and reads and writes Spanish at an elementary level. He has an English proficiency of high-beginning.

Monolo is 18. He arrived here last month to join his brother's family from a small mountain village in Northern Mexico. He has no formal education and can't read and write in his own language, an Indian dialect, or in Spanish, his second language. He worked in subsistence agriculture in Mexico. His English proficiency is zero.

Sara is 19. She was born in an urban neighborhood in California. She dropped out of school in the 8th grade because she couldn't understand class work well enough to keep pace. She has worked as a baby sitter. Her English proficiency is high intermediate to advanced LEP.

Tien is 21, from the Capital city of Vietnam. He worked as a lab technician before leaving Vietnam. He has finished one year of post high school technical instruction. His English proficiency is beginning.

Chuob is 32. She is from Cambodia. She has never attended school and speaks only her native tribal language. She was a fisherman's wife in Cambodia. Her English proficiency is zero.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advosory Council on Vocational Education, 1981.

Legal Mandates

Legislation and court action in recent years have addressed the inaccessibility of programs to LEP persons. The Civil Rights Act of 1964, Title VI, prohibits discrimination on the basis of ethnicity and cultural background. The former U.S. Department of Health, Education and Welfare established administrative regulations prohibiting discrimination in any educational program receiving federal funds. The Equal Education Opportunity Act of 1974 extended these regulations to all students in public school, whether or not federal funds were involved.

Lau vs. Nichols, a suit against the San Francisco Board of Education in 1974, found that a school which doesn't provide special English language instruction to students who don't speak English denies meaningful opportunity to participate in the public educational system:

> Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic English skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful...
> Lau v. Nichols, 414 U.S. 563 (1974).

Federal CETA Legislation in 1973 and Federal Vocation Education Legislation in 1976 addressed the issue of equal access to vocational education for persons with limited-English proficiency. The Comprehensive Employment Training Act of 1973 listed persons of Limited-English Speaking Ability (PLESA) as a target population. The Act required Prime Sponsors to provide PLESAs with job-skills, training, counseling and placement in their primary language, to increase participants' English-Speaking ability and to develop job opportunities for LEP participants.

The Vocational Education Amendments of 1976, Title I, Part B, Subpart 3 (formerly Title I, Part J) established bilingual vocational education as a national priority and allotted funds for program development. These programs are to provide bilingual vocational training to persons of limited-English ability who are unemployed or underemployed and who are unable to benefit from English vocational training. The vocational Education Act also required Five Year State Plans for vocational education to include provisions for programs, research and development, and demonstration projects intended to serve LEP persons. Finally, the Adult Basic Education Act (PL 91-230) provides for bilingual adult education for limited-English proficient adults.

The Current Situation

The extent to which the efforts generated by these laws are realizing the intent of the law in vocational education settings is uncertain. Some major problems still exist:

- Many LEP persons never have the opportunity to enroll in vocational programs in high schools. Either they drop out before grades 8-10, or they can't meet the language requisites set for the classes.

- Many LEP students in the K-12 system don't have time to take vocational education courses. They have all of their class time earmarked by compensatory and bilingual education and by basic graduation requirements.

- There is still resistance among LEP persons to studying vocational education in schools because of its lingering association with the "dumb" track. There is also resistance among bilingual teachers and counselors to refer LEP students to vocational programs. There is a "pro-academic" bias among these staff members, often caused by the same negative prejudices about vocational training.

- Most LEP students in educational institutions are placed in bilingual education or ESL classes because of special assistance available. These programs neither provide vocational education nor are they designed to coordinate with vocational education programs.

- Lack of cost-saving open-entry/open-exit training systems and lack of funding priority for special services and special materials to serve linguistically and culturally different students further decrease the likelihood that LEP students will benefit from vocational training.

- Legislative and administrative policies differ greatly on population identification, eligibility, and service guidelines. Systems for comparable population identification and for coordinated needs assessment and program delivery don't exist.

- The increasingly diverse educational levels, language abilities and culture backgrounds which often occur within a single classroom confront even the most prepared teachers with an almost insurmountable challenge.

- Most vocational teachers are not trained in the language and cultural skills specifically needed to serve the needs of LEP persons. Too few multicultural or multilingual staff persons, in education and training and in service agencies, limit the extent to which these programs and services benefit LEP persons.*

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*Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, The California Advisory Council on Vocational Education, 1981.

In the last fifteen years or more, both statutes and court cases have called for educational innovations to assure equal opportunity for disadvantaged persons, including those with limited-English proficiency. But problems continue. Many vocational programs restrict access for LEP persons through minimum English requirements, and language classes that these students attend often do not relate to vocational training. Limited career counseling support and a lack of vocational teachers trained to instruct LEP persons often add to these restrictions.

RESOURCE MATERIAL

GENERAL BACKGROUND

Color Our Children Carefully: A Guide to Equity and Excellence in Education
The Mid-Atlantic Center for Race Equity, The American University, Washington, D.C.

Learning the Teaching Trade: A Study of Vocational Teacher Training in Massachusetts
by Logos Research Institutes, Inc. for Massachusetts Department of Education, Division of Occupational Education, Fall, 1981.

Dale J. Rezabek et., al. "An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California," Horizon, 1981 California Advisory Council on Vocational Education

Available for $7.10 from California State Department of General Services, Office of Procurement, Publication Section, P.O. Box 1015, Highlands, Ca. 95660

Examines size and growth of LEP population in California, the needs and characteristics, mandates and unsolved problems. Provides a framework for problem solution that includes (1) addressing language and cultural barriers, (2) four instructional models based on vocational English as a second language, (3) support systems needed and (4) coordinated planing and implementation needed. An overview of fourteen current programs operating in California is provided

Frederick P. Nader, "Supportive Services: A Conceptual Framework," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

George R. Quarels, "Training and Motivation of Youth," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Describes a variety of programs in New York City to address youth employment issues related to training and motivation.

Taylor, Frederick A. "Youth Access to Private-Sector Jobs," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Describes the metropolitan Cleveland Jobs Council activities over ten years highlighting approaches that have and have not worked in securing private sector jobs for youth.

Graham, Richard A. "Practical Alternatives for Educating the Poor: Education Remedies for Youth Unemployment," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Brickell, Henry M. "Practitioners' Perspectives on Youth Programs," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Graubard, Allen. "Alternative Education and Youth Employment" A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

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Santos, Richard. "Youth Employment Policies: An Hispanic Perspective," *A Review of Youth Employment Problems, Programs and Policies*, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Cardenas, Gilbert. "Hispanic Youth and Public Policy: Data Problems, Issues, and Needs," *A Review of Youth Employment Problems, Programs and Policies*, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

King, Joe, Jr. *The Perceptions of Black High School Students Toward Vocational and Technical Education Programs*, doctoral dissertation completed at Michigan State University, June, 1973

Weisgerber, Robert, Ted Hawthorne. *Mainstreaming the Handicapped in Vocational Education: Developing a General Understanding*, American Institute for Research for Bureau of Occupational and Adult Education, 1977

This is one of a series of modules for improving knowledge and skills of vocational educators serving handicapped students in regular classrooms. This module is intended for in-service training. It focuses on developing a general understanding of goals, components and approaches used in regular vocational education involving the handicapped. This document provides an excellent overview of what can realistically be covered in an in-service program.

Showalter, John. *Using Labor Market Forecasting for Vocational Education Planning* Ohio State Department of Education, Columbus. Division of Vocational Education, 1975

Barry, O.J. *Bilingual and vocational concept learning: a study of the acquisition of vocational concepts by bilingual students in vocational education programs.* College Station: Texas A & M University, Center for Career Development and Occupational Preparation, 1977.

Lopez, Victor. *Bilingual vocational program - Part I*. Final report. Crystal City, Texas: Crystal City Independent School District, 1979. (ERIC Document Reproduction Service No. ED 167-726).

Mateo, M.L. and others. *Multivariate analysis of bilingual vocational education*. Research report 77-07. Wilmington, California: Los Angeles Harbor College, 1977. (ERIC Document Reproduction Service No. ED 148-426).

Poczik, Robert. Bilingual education for adults: a summary of two meetings. Washington, D.C.: Bureau of Adult and Vocational Education, P.O. Box 190, Arlington, Virginia, 1979.

Proceedings of the bilingual-bicultural program guidelines conference. Dallas, Texas, January 1973; Washington, D.C.: National Spanish Speaking Management Association, 1973.

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Salazar, A. and Christiansen, J.E. The need for bilingual vocational education programs in secondary schools in Texas. Final report. College Station, Texas: Texas A & M University. (ERIC Document Reproduction Service No. 137-518).

Saville-Troike, Muriel. Guide to culture in the classroom. Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1978.

The status of bilingual vocational training, fiscal year 1976. A report of the Commissioner of Education and the Secretary of Labor to the President and to the Congress. Washington, D.C.: Department of Labor and the Office of Education, 1976, (ERIC Document Reproduction Service No. ED 133-998).

Mainstreaming Special Needs Students in Vocational Education

Dietrich, Dennis J., Venango County Area Vocational-Technical School, PA, 1978. (ED 159361)

The focus of this study is the ability of educable mentally retarded students to succeed in mainstream voc ed programs.

A Fair Shot/An Equal Chance: A Handbook for Vocational Students in Non-Traditional Occupations

Uses role playing, explains group support, peer counseling.

Mainstreaming Handicapped Students in Occupational Education: Exemplary Administrative Practices

Farrier, Randolph B., City University of New York. (ED 154163)

This study was funded by the State of New York to seek the administrative practices which lead to successful programs for mainstreaming handicapped students in occupational education programs. A series of schools in New York State were visited. The report summarizes the administrative practices which seem to contribute to successful programs including such factors as the organization and structure of the program, the professional training activities and the personnel involved.

Vocational Education for the Handicapped: A Review

Hall, Marc E., Ohio State University.

This report focuses on the physically handicapped, summarizing techniques used to successfully mainstream the handicapped in vocational education. Practical suggestions regarding the inclusion of the handicapped in voc ed are given. An Appendix includes descriptions of information systems on the handicapped.

Vocational Education Sex Equity Coordinators' Survey Results

Hartman, Elizabeth A., and others.

National survey of the State Directors of Vocational Education to determine if sex equity coordinators had been appointed and if they were functioning as specified by the law. Survey requested information regarding sex equity coordinator functions, backgrounds, administrative structures, etc. Findings -- most states have adequately complied with the law in establishing and funding the position of sex equity coordinator.

GENERAL BACKGROUND

It's Not Funny It's Illegal

Project Scope

Handbook of laws re: equal education and employment opportunities.

National Council on Bilingual Education Fourth Annual Report 1978-79

This report briefly describes the origins of the movement for bilingual education and the impact of the Bilingual Education Act. In addition to discussing the funding level and intent of the Act, some of the various programs used in different states are briefly described.

Some useful background information and program descriptions of select successful bilingual programs is found on pages 8-23. A National Clearinghouse on bilingual ed. is (or was) maintained in Rosslyn, Virginia; it might be worthwhile to contact them for information regarding teaching Hispanics, cultural characteristics, model programs and the like.

A section on adult and vocational education programs very briefly mentions funding available under Part J of Title VII for bilingual vocational education.

National Origin Desegregation Assistance Centers are federally funded TA agencies designed to assist school districts which must meet federal language desegregation guidelines. These centers, funded by the U.S. Office of Education, work with school districts at their request, to design and implement plans to meet federal desegregation standards.

Chapter 5 provides a short description of the state laws regarding bilingual education.

Together We Can

Strategies for the facilitation of peer group support for vocational students in non-traditional programs. Some general advice and short bibliography.

Try It, You'll Like It: A Student's Introduction to Non-Sexist Vocational Education

Marcia Matthewson, Shirley McCure

Some thoughts and information on non-traditional vocational education aimed at students.

Needs Assessment Procedure: Mainstreaming Handicapped

Hughes, James H., and Eric Rice, System Sciences, Inc. 1978. (ED 160891)

The study concentrates on the development of procedures for assessing the needs to provide mainstream vocational education to handicapped students. The report includes a suggested procedure.

GENERAL BACKGROUND

Handicapped Persons in Wisconsin's Vocational, Technical and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers

Kumar, Vincent, University of Wisconsin, Wisconsin Vocational Studies Center, 1977.

This document includes details on the success of then current vocational and technical education programs in meeting the needs of handicapped students. Also discussed are the barriers which prevent the handicapped student from enrolling in or completing vocational schools. The report includes the survey methodology and the survey data; Chapter 7 contains a summary and a list of recommendations.

Leadership Practices for Directors of Vocational Education

Ten subject areas are covered here, including staff selection, curriculum development and student-personnel relations. The latter discusses pupil discipline and job placement.

Occupational Education for Special Needs. What It Is, How It Works; A Handbook For Regional Staff

Massachusetts State Department of Education, Bureau of Special Needs (BSN) 1978.

The activities of the BSN and their goals and priorities for service to the handicapped and disadvantaged are described in this handbook. The handbook also describes the characteristics of programs to serve special needs students, including descriptions of model programs.

Guidelines for Establishing a Vocational Assessment System for the Special Needs Student

Sceefo, Joseph L. and William C. Henry, The State University at, Rutgers, 1978.

In addition to presenting guidelines on how vocational education can be integrated with career education, this manual includes some discussion of the relevant federal legislation. The major methods of vocational assessment are discussed, and information on establishing and operating a vocational assessment unit is presented.

Race and Sex Compliance Issues in Vocational Education

NAACP, 1977 (ED 154199)

This report was intended to focus on issues which should be considered by the National Institute of Education in their study of vocational education opportunities for Black Americans. Among subjects covered, the report includes discussion of the barriers faced by Blacks in attending vocational schools, the extent to which vocational training perpetuates discrimination and how counselors perpetuate segregation.

GENERAL BACKGROUND

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report
Kane, Roslyn D. and Pamela E. Frazee, HEW-Bureau of Occupational and Adult Education.

The principle focus of this study was the factors which influence occupational decisions and future plans of high school women enrolled in non-traditional vocational training and the problems experienced by women enrolled in non-traditional occupations. Among the findings were that interest in an occupation was the primary reason for selecting a non-traditional career. The problem reported most serious was that men found it difficult to adjust to women in the classroom.

Snedden, David, Fundamental Distinctions between Liberal and Vocational Education, Curriculum and Instruction, Spring 1977.

Hickcox, Edward S., and Doris W. Ryan, Governance and Administration in a Period of Declining Enrollments, CI, Winter 1979.

Campbell, Ann, Are Instructional Leaders Still Needed?, Educational Leadership October 1977, Vol. 35, No. 1.

Rosenberg, Max, Education for Pluralism, Educational Leadership, October 1977, Vol. 35, No. 1.

McLaughlin, Mulbrey, and Paul Berman, Retooling Staff Development in a Period of Retrenchment, Educational Leadership, December 1977, Vol. 35, No. 3.

Valverde, Leonard A., Multicultural Education: Social and Educational Justice, Educational Leadership, December 1977, Vol. 35, No. 3.

Firth, Gerald R., Ten Issues on Staff Development, Educational Leadership, December 1977, Vol. 35, No. 3.

Combs, Arthur W., Teacher Education: The Person in the Process, Educational Leadership, April 1978, Vol 35, No. 7.

Holliday, Frances B. and Carole Edwards, Building on Cultural Strengths: A Route to Academic Achievement, Educational Leadership, December 1978, Vol. 36, No. 3.

Slavin, Robert E., Integrating the Desegregated Classroom: Actions Speak Louder than Words, Educational Leadership, February 1979, Vol 36, No. 5.

Rodriguez, Domingo A., Bilingual Education: The Quest for Diversity and Quality Educational Leadership, February 1979, Vol 36, No. 5.

Cawelti, Gordon, Which Leadership Style—From the Head or Heart?, Educational Leadership, March 1979, Vol. 36, No. 6.

Vann, Allan, Patricia A. Novotney, and Robert E. Knaub, Three Principals Discuss the Principal's Leadership Role, Educational Leadership, March 1979, Vol 36, No.6.

GENERAL BACKGROUND

Klaiber, Susan, Conducting a Labor Needs Analysis—A Guide for Education, Somersworth High School, Somersworth NH

A National Agenda for Vocational Education

American Vocational Association, Arlington, VA, June 1981.

Section on responding to the nation's equity goals provides data and information on the participation of special populations in vocational education and makes recommendations about how to improve programs serving those populations.

The Federal Rise in Vocational Education

National Commission for Employment Policy

Chapter 1, the Federal Interest in Vocational Education: Theory and Practice, reviews major national research evaluating vocational education programs in terms of economic outcomes among participants. There are some relevant implications for women and minorities.

Voc Ed, April 1981

This issue of Voc Ed is devoted to the participation of handicapped students in vocational education and is designed to provide practical tips on how to help special needs students' success in vocational education. Articles include:

"Vocational Education Serves the Handicapped" Charlotte Conoway
Describes legal mandate, profiles handicapping conditions, identifies exemplary programs, describes characteristics of successful programs, major issues in serving handicapped.

"The Hidden Handicap" Lois Hullinger
Focuses on the learning disabled student, describes dysfunctions, recommends strategies for addressing dysfunction.

"Special Students Can Make It" Mary Ann Todd
From the viewpoint of a vocational adjustment coordinator, describes program for preparing special needs students for employment. Good recommendations for placement.

"In-Service Training: Planning the Programs" Gary Meers
Describes the components for developing an effective in-service program to assist teachers in working with the handicapped. Components include: Planning steps, implementation, and follow-up. Meers describes a number of models for presenting in-service training that includes weekly meetings, two day workshops, summer workshops, and combination training sessions.

"In-Service Training Programs: Britt Workshop" David Kinsbury
Kinsbury briefly describes a weekend program for vocational special needs personnel focusing on the latest techniques to use with handicapped and disadvantaged students. The article merely lists some of the topics covered at the workshop without much in the way of elaboration.

"School Support Personnel" Linda Vincent
Describes in-service program for support personnel: clerical, maintenance/custodial, food service and transportation.

GENERAL BACKGROUND

"Detours to Dead Ends" Dorothea Hiltenbrand
Stresses the need to change attitudes about handicapped students as the first step necessary to better teach these students. Recommends simulations as part of sensitivity experiences in in-service training---then learning about aspects and nature of handicap. Teachers will be in a position to use the myriad of resources, methods and strategies that have been developed having taken the primary step of acceptance.

"The Illinois Network" Catherine Batche
Describes the Technical Assistance and Dissemination Network: Illinois Special Needs Populations which is designed to provide technical assistance and resources to local school districts for the improvement of vocational education for special needs students. In 1975 exemplary programs were developed at 8 schools. The network encourages the use of the "best" practices developed at the demonstration sites through 5 components: Special needs consultants, a dissemination center, a university extern program, special needs catalysts and a management team.

"Contract for Success" Joan Border
Describes implementation of a "contract" system as a technique for mainstreaming special needs students into vocational courses. Describes development of contract, orientation of faculty and guidelines for teachers.

"Serving Handicapped Students in Vocational Student Organizations"
John M. Birchenall and John Wanat
Describes participation of special needs students in vocational student organizations

"A Common Sense Guide to Reasonable Accommodation" Cynthia Creighton
Describes four steps to accommodation for a student with physical handicap: 1) identify problem; 2) think creatively about solutions; 3) try solutions experimenting with any feasible accommodations and 4) reevaluate solutions periodically. Recommends working with special education teacher consultants, occupational therapists, vocational rehabilitation counselors, speech and hearing clinicions, physical therapists and handicapped students. Suggests that accommodation may be extremely simple.

Prediger, Dale J. and Richard R. Lamb, The Validity of Sex-balanced and Sex-restrictive Vocational Interest Reports: A Comparison, Journal of the American Vocational Association

Yzaguirre, Raul, The Case for Bilingual Education, Agenda, July/August 1979, Vol. 9, No. 4.

Brown, George H., Nan L. Rosen, Susan T. Hill, and Michael A. Olivas, The Condition of Education for Hispanic Americans, LULAC National Educational Service Centers, Inc.

70001 Ltd., The Youth Employment Company 1980 Corporate Report,Washington, D.C.

Smith, Ralph E., Groups in Need of Employment and Training Assistance, Chapter 3 of National Commisssion for Employment Policy Seventh Annual Report: The Federal Interest in Employment and Training

Increasing the Earnings of Disadvantaged Women, National Commission for Employment Policy, Report No. 11, January, 1981

GENERAL BACKGROUND

Phelps, L. Allen and L. Joy Thornton, Vocational Education and Handicapped Learners: Perceptions and Inservice Needs of State Leadership Personnel, Leadership Training Institute/Vocational and Special Education, December 1979.

Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000, National Center for Education Statistics

Phillips, Ione, Editorial: Least Restrictive Environment, Journal of the American Vocational Association, April 1981

1. Horizon: An overview of vocational education and employment training services for limited-English proficient persons in California, California Advisory Council on Vocational Education (undated)

   Available for $7.10 from California State Department of General Services, Office of Procurement, Publications Section, P.O. Box 1015, Highlands, California 95660

The following entries are located in the Ohio State Resources In Vocational Education Series, 1980, Volume 1, number 13

Article Title	Reference Number
Leadership Development - Topic Analysis for Vocational Education	ED 174811
Preparation and Utilization of Instructional Packages for Local Directors of Vocational Education	174779
Training K-12 Administration for Career Education	173626
Develop and Research - Guidance, Counsel, Place, and Follow-up Peer Counseling - Special Needs	174758
Current Projections in Vocational Education - FY 1978 Fed Bilingual	173622
Eliminating Sex Role Stereotyping in Vocational Education	174773
Inside Experience Based Career Education	174803
Pre-voc Educational Needs of Disadvantaged and Delinquent Youth	173656
Moving Toward Sex Equity in Vocational Education - Sports	174778
Guidelines for Non Sexist Vocational Materials	174750
Fostering Sex Fairness in Vocational Education	174789
A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plan	174774
Non-Traditional Students - Post Secondary Developmental Studies on Programs for Occupational Students: A Follow-up Study	173636

Resources in Vocational Education Annual Index 1979

Proceedings of a Conference on Employment Problems of Low Income Groups	154174
Vocational and Special Education Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education	160735
Women in Non-Traditional Vocational Education in Secondary Schools	160800

Resources in Vocational Education Annual Index 1979

Article Title	Reference Number
Demonstrating the Planning, Implementation and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System	160812
Labor Force Information for Affirmative Action Programs	158000
Services to the American Indian Population to Bridge the Gap between Education, Culture and the World of Work	151539
Effects of a Training Program on the Job Readiness of Physically Handicapped Structured Workshop Employees	151544
Equal Vocational Opportunity	162088
A National Study of Sex Stereotyping and Discrimination in Vocational Education	154171
Sex Fairness in Career Education	149179
Sex Fairness in Vocational Education	149189
Labor Market Success Model of Young Male Hispanic Americans	159439
Job Placement Center	159304
Female Access to Careers in Engineering Technology	160829
Vocational Education's Role in Establishing Secondary Students in Business and Industry	159328 156924 159393
Learning Style Mapping	162091
Leadership Competencies in Vocational Education: Implications for Pre-Service Education	154114
Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women	154154
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrators Manual	160752
Professional Teachers Ed. Module Series, Provide Instruction for Slower and More Capable Learners, Module C-14	149078
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation	159456

Resources in Vocational Education Annual Index 1979

Article Title	Reference Number
Educational Programs for American Indians: Implications for Vocational Education R&D Occasional paper 40	152:971
Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education	155377
Careers for Bilinguals - Student Workbook	160727
- Teachers Manual	160726
Forty Six Pioneers - Louisiana Women in Non Traditional Jobs	150432
The Effect of Career Awareness and Career Exploratory Counseling on the Vocational Choices of Inner City High School Students	162055
Current Perspectives on the Role of Career Education in Combatting Occupational Sex Role Stereotyping	156916
Sex Differences in the Career Decision Making Process	160:837
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination	160:753
Bases for Curriculum Decisions for Development in Curriculum for Minorities in Small Business Ownership and Management, Post Secondary Level	155:481
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania	160818
Skills Training and Employment for Ex-addicts in Washington, D.C.	155381
The Community Action Agency Youth Development Program Manual	149055
A Review of Related Literature Concerning Components of Systems and Studies that Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs	160817
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs	160757
The Handbook: A Vocational Education Legislative Reference Federal Laws and Regs Affecting Voc Ed	156905
1974-76 Follow-up of the Physically Handicapped in Pennsylvania	149165

Article Title	Reference Number
Sex Stereotyping, Bias and Discrimination in the World of Work: A Workbook. Instructor's Manual	160755
Employment Needs of Women Offenders: A Program Design	154250

CURRICULUM

McKinney, Lorella A., Seay, Donna M. Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Information Series No. 144 Ohio State University. National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE) Washington, D.C., 1979

One of a series of sixteen knowledge transformation papers, this paper examines the problems, issues, and needs of vocational educators as they develop and implement individualized education programs for handicapped children. Steps are listed for vocational educators to follow in IEP preparation as well as specifications for its implementation.

A guide to manpower/vocational ESL. Indochinese refugee education guides. Adult education series no. 8. Washington, D.C.: Center for Applied Linguistics, 1979. (ERIC Document Reproduction Service No. 188-499).

Bloom, Gretchen. The language of hospital services in English. New York: Regents Publishing Co., Inc., 1976.

Cosinett, S. and Fernandez, O. The language of accounting in English. New York: Regents Publishing Co., 1977.

Crandall, J.A. and Holdzkom, Roslyn. Adult vocational ESL. Arlington, Virginia: ERIC Clearinghouse on Language and Linguistics, 1979. (ERIC Document Reproduction Service No. ED 176-592).

Fanslow, J.F. "It's too damn tight." Media in ESOL classrooms: structural features in technical subtechnical English. TESOL Quarterly, 1980, 14 (2), 141-156.

Hall, E.J. and Ide, Toshiaki. The language of restaurants and catering in English. New York: Regents Publishing Co., Inc., 1977.

Hoel, A.G. and others. Reading right: a text for reading, Vol. 2 English for special purposes series: auto body repairs. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 181-730).

Lamatino, R. and Mintz, A. Leamos sobre veinte ocupaciones. Twenty trades to read about. New Brunswick, New Jersey: Rutgers, the University Curriculum Laboratory, 1978. (ERIC Document Reproduction Service No. ED 166-441).

Low reading/high interest vocational materials. Springfield, Illinois: Illinois State Board of Education, East Central Curriculum Management Center. (ERIC Document Reproduction Service No. ED 186-771).

Manual de cocina. The cookbook. Baton Rouge, Louisiana: Louisiana State Department of Education, 1978.

Miller, Anne. Hearsay video transcripts and answer key. English for special purposes series: auto body repair. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 181-734).

Monograph for bilingual vocational training. Development Associates. Arlington, Virginia, 1979.

CURRICULUM

Pendlebury, A.C. Testing vocational English. English Language Teaching. 1970, 24 (3), 254-260.

Special English. Washington, D.C.: English Languages Services, Inc., 1967. (ERIC Document Reproduction Service No. ED 013-434).

Van-Tanh, Phan. Hearsay. English for special purposes series: auto body repair. Vietnamese translation manual. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 189-900).

Resources for Teachers of the Handicapped in Vocational Education

Anderson, Bernice and others.

This resource package is a compilation of materials designed for teachers of handicapped students. Of particular interest are the sections on definitions and characteristics of handicapped students. The final section contains abstracts of curriculum materials organized by the different handicapping conditions.

Evaluating Resources for Disadvantaged Students

Halfen, Susan DeGrey, and Ellen Gaven.

These materials are designed to help educators accomplish four tasks. Among these are:

(1) identify appropriate instructional materials for disadvantaged students in vocational classes
(2) use an objective checklist to evaluate a resource's usefulness, (sample checklist included).

Competency Based Vocational Education: Implications for Vocational Education Teachers

Hillison, John and Finch, Curtis

This report contains the proceedings from a workshop. Included are discussions on the contemporary movement towards competency based vocational education, the teacher/educator's role in training teachers to cope with competency based voc education and descriptions of the implementation of competency based vocational education in Minnesota and Virginia.

Weekley, Keith, Ten Steps to Individualized Learning: A "How To" Plan, Adherent, April, 1977, Vol. 4, No. 1.

Young, Jean Helen, Teacher Participation in Curriculum Decision Making: An Organizational Dilemma

Toomey, Ron, Teachers' Approaches to Curriculum Planning: An Exploratory Study (Source Unknown)

Haskell, Roger et al, Raising Student Expectations: How to Leave Customers Satisfied, Journal of the American Vocational Association, June, 1980, Vol. 55, No. 6.

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Jacobs, Ray M., *Organizing Your Instruction: Using Variety to Spark Interest*, Journal of the American Vocational Association, June, 1980, Vol 55, No. 6.

Skirtz, Alice, *Reaching Beyond the Classroom: Carpentry Students Build Hope and Future*, Journal of the American Vocational Association, June 1980, Vol 55, No. 6.

Snell, Margaret, *Building the Proper Learning Environment: Strategies for Keeping Control of your Classroom*, Journal of the American Vocational Association, June 1980, Vol. 55, No. 6.

Zirbel, Harold E., *Good Teachers: Our Most Essential Artisans*, Journal of the American Vocational Association, June 1980, Vol. 55, No. 6.

Bequer, Marta M., *A Look at Bilingual Programs in Dade County: "Gateway to the Latin World"*, Educational Leadership, May 1978, Vol. 35, No. 8.

Gay, Geneva, *Ethnic Identity in Early Adolescence: Some Implications for Instructional Reform*, Educational Leadership, May 1978, Vol. 35, No. 8.

Warnat, Winifred I., *In-Service Education: Key to PL 94—142's Service to Handicapped Children and Youth*, Educational Leadership, March 1978, Vol. 35, No. 6.

Dewey, John, *On Industrial Education*, Curriculum and Instruction, Spring 1977.

Olson, John K., *Teacher Education and Curriculum Change: Reexamining the Relationship*, Curriculum and Instruction, Spring 1977.

Stahl, Abraham, *Adapting the Curriculum to the Needs of a Multiethnic Society: The Case of Israel*, CI, Winter 1979.

Della-Dora, Delmo, *Changing Styles of Leadership for Curriculum and Supervisory Workers*, Educational Leadership, October 1977, Vol. 35, No. 1.

Bulach, Cletus R., *An Organizational Plan for Curriculum Development*, Educational Leadership, January 1978, Vol. 35, No. 4.

Bloom, Benjamin S., *New Views of the Learner: Implications for Instruction and Curriculum*, Educational Leadership, April 1978, Vol 35, No. 7.

Cruickshank, Donald R. and Jane H. Applegate, *Reflective Teaching as a Strategy for Teacher Growth*, Educational Leadership, April 1981, Vol 38, No. 7.

Cornbleth, Catherine, *Curriculum Materials Can Make A Difference*, Educational Leadership, April 1981, Vol 38, No. 7.

Bobbett, Frank and Leturn, Linda, *Techniques for Teaching Disadvantaged Youth in Voc Ed-- Special Paper #14*, Rural Manpower Center, Michigan State Univ., 1971

Thomas, Edward G. and Clayton P. Omvig, *Methods, Techniques and Learning Activities for Use with the Disadvantaged*, Kentucky RCU, University of Kentucky, 1971

CURRICULUM

Nemarich, S.P. and R.A. Vellman, Curriculum and Instructional Techniques for Physically Disabled Students, Human Resource Study #11, Maine Department of Education and Cultural Services, 1969.

Identifying and Improving Vocational Instruction, A Handbook for Individualized Instruction for New Hampshire Vocational Education 375.1 New H, Mass. Vocational Curriculum Resource Center

Individualized Instruction Module C-18, 371.12 PBTE
The National Center for Research in Vocational Education (Ohio) (MVRC) available

A module designed to give research skills in individualizing classroom instruction. Helps teacher become aware of the significant differences among students and how they can tailor instruction to reflect these differences.

Provide Instruction for Slower and More Capable Learner. The Center for Vocational Education (Ohio) 371.12 PBTE (MVRC) available

Designed to make vocational educators aware of the unique learning characteristics of different groups of students, and to give them skills in planning instruction so that the specific needs of slower and more capable learners can be adequately met.

Identifying and Improving Vocational Instruction.

A handbook for individualized instruction for New Hampshire Vocational Education.

Troike, Rudolph C., Assessing Successful Strategies in Bilingual Vocational Training Program, Inter-America Research Associates, Roslyn, VA, MVCRE 2723, National 371.969

Text addresses the specific information of bilingual education. Contains criteria for assessing successful BV and programs including LMI, staff recruitment, staff development, advisory committees, trainer recruitment, trainee records and information, assess curriculum and instruction, assess classroom instruction, assessing vocational instruction, individual responses, employer satisfaction and support.

Adams, Susan B., Limited English Speaking Program in Kentucky: Final Report, 1979 RP249

An assessment of needs programs and instructional sources. Provides teacher training and resources for vocational education of limited English-speaking students.

Richards, Lucille, The ABC's of Individualized Instruction, Adherent, December 1976, Vol. 3, No. 3.

Larson, Beverly H., Promoting Sex Equity in the Classroom: A Bibliography, Iowa Department of Public Instruction, March 1982.

Special Needs Vocational Education: Curriculum Materials, Mass. Vocational Curriculum Resource Center, Lexington, MA, April 1982.

Special Needs Vocational Education: General Materials, Mass. Vocational Curriculum Resource Center, Lexington, MA, April 1982.

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Special Needs Vocational Education: Guidance Materials, Massachusetts Vocational Curriculum Resource Center, Lexington, MA, April 1982.

Young, William C., Pledging Excellence in Vocational Education, Journal of the American Vocational Association

Troche, Rudolph C., Assessing Successful Strategies in Bilingual Vocational Training Programs, Nat. 371.965, MVCRC 2723.

COUNSELOR SPECIFIC

Lennon, Thelma C. Guidance Needs of Special Populations. Information Series No. 145 Ohio State University. National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C., 1979

Contains reports, research/technical, opinions/personal, viewpoints, position papers and essays. Includes three methods of alternative counseling which have been developed to stress an understanding of students' cultural differences: 1) systemic counseling for culturally different, 2) transcendent counseling which tries to persuade the disadvantaged to alter their life style, 3) stylistic counseling which takes into account the cultural-historical dimension.

Burkhardt, Carolyn, et.al. Involving Significant Others in Career Planning: A Counselor's Handbook. Research and Development Series No. 128 Ohio State University

Discusses career planning, community influence, community involvement, counselor role, decision making, educational strategies, guidance programs, motivation techniques, parental influence and participation, resource materials. Strategies counselors can use to involve "significant others" in high school career guidance programs.

Brant, Lynn. Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. Information Analysis Paper No. 161, Ohio State University, 1979

Contains information analyses/state-of-the-art materials. Study was done to review and synthesize the research literature dealing with attitudes toward handicapped persons in educational settings. The aim was to identify the conditions existing in vocational education which lessen receptivity on the part of teachers, counselors, and local administrators toward handicapped students entering programs.

Lombana, Judy H., Career Planning with Visually Handicapped Students, The Vocational Quarterly, March 1980, Vol. 28, No. 3.

Dillard, John M. and David W. Perrin, Puerto Rican, Black and Anglo Adolescents' Career Aspirations, Expectations and Maturity, The Vocational Guidance Quarterly, June 1980, Vol 28., No. 4.

Pound, Ronald E., Using Self-Concept Subscales in Predicting Career Maturity for Race and Sex Subgroups, The Vocational Guidance Quarterly, September 1978, Vol. 27, No. 1

Hurd, Hope T. and Hilda F. Allred, Interest in and Stereotyping of the Secretarial Position for Males, The Vocational Guidance Quarterly, March 1978, Vol. 26, No. 3.

Altenor, Aidan, The Role of Occupational Status in the Career Aspirations of Black Women: A Reinterpretation, The Vocational Guidance Quarterly, March 1978, Vol. 26, No. 3.

COUNSELOR SPECIFIC

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs

National Evaluation Systems, Inc. for West Virginia Department of Education
April 1979.

Describes procedures for identifying and prescribing for special needs students and for delivering supportive services. Sections focus specifically on instructional support services, guidance and counseling, and identification of job opportunities and job placement. These issues are discussed vis-a-vis the role of the vocational instructor.

Guidance Needs of Special Populations, Thelma C. Lennon

Presents models for counseling students from different cultural backgrounds recognizing that different cultures have unique problems in relation to cultural majority.

Implications for project:

- describes characteristics of special populations
- models for counseling special populations
- provides exemplary approaches
- recommends guidelines for meeting guidance needs of special populations

Weisgerber, Robert A. and Claudette A. Smith, Improving Vocational Education Services for Handicapped Students: Final Report., Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C., March 1977.

PLACEMENT

Knowle, Carol P. Job Placement and Adjustment of the Handicapped: An Annotated Bibliography. Information Series No. 146 Ohio State University National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE) Washington, D.C., 1979

One in a series of sixteen knowledge transformation papers, this annotated bibliography covers journal articles and documents published between 1966 and 1978 on the topics of job placement and adjustment of the handicapped.

Preparing for a Nontraditional Job. An Arizona Resource Directory, Arizona Department of Education, June, 1982

A model for Placing Handicapped Students in Vocational Programs: Objective Policies Strategies prepared by Region 8 Cooperative Board, Rockland, Maine in conjunction with the Bureau of Vocational Education in the Department of Educational and Cultural Services,

Bridges to Employment: Practices for Job Development, Placement, and Follow-Through of Unemployed Youth for Vocational Education and Manpower Training Book Two, The National Center for Research in Vocational Education, Ohio State University, January, 1980

Job Placement Center. Final Report

Cara, Karen, Allegheny Intermediate Institute. (ED 159304)

This is a final report on a program to improve the job search skills and opportunities of 400 secondary school students in Pennsylvania. The major portion of the report consists of appendices of forms and results of questionnaires.

Current Perspectives on the Role of Career Education in Combatting Occupational Sex Role Stereotyping

Far West Lab for Educational Research and Development, 1978. (ED 156916)

This study was undertaken to determine the extent to which non sexist career education was being provided and to prepare recommendations regarding how career educators can reduce career role stereotyping. Among the recommendations were that career education focus on increases in career motivation for young women and that in-service training for school personnel be expanded.

Vocational Education's Role in Establishing Secondary Students in Business and Industry

Healas, Donald V.

This is a paper presented at a National Conference of Job Creation and Development in 1978. Mr. Healas argues that vocational education teachers have a primary role in job placement. Further, he suggests that such programs as cooperative work experience, occupational work experience programs and similar programs are helpful to students in making the transition from school to work.

PLACEMENT

Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation

Johns Hopkins University, Baltimore, Md., Center for Social Organization of schools. (ED 159456)

This study was conducted to examine race and sex differences in occupational aspirations and the role of these differences in perpetuating under or over representation of women and Blacks in various occupations. Among the recommendations of the authors are that more attention be paid to understanding the socialization processes which contribute to continued occupational segregation.

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Marinoble, Rita M., Community Jobs for Handicapped Students: A Career Education Technique, The Vocational Guidance Quarterly, December 1980, Vol 29, No. 2.

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EXEMPLARY PROJECTS

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Greater Lawrence Regional Voc. Tech. High, "Project ROC (Recycle Old Curricula) Lawrence, Massachusetts

Franklin County Vocational-Technical School District, "Competency-Based Vocational Curricula", Turner Falls, Massachusetts

The Humphrey Center/Commercial Mall, "Model CBVE Curriculum in Hotel and Lodging", Boston, Massachusetts

Minuteman Regional Vocational Technical School, "Electronic Technical Program" Lexington, Massachusetts

Assabet Valley Regional Vocational School District, "Electronic Technology Model Competency-Based Vocational Education Curriculum", Marlborough, Massachusetts

Tri-County Regional Vocational Technical High School, "Competency-Based Vocational Education Curriculum for Food Management and Production" Franklin, Massachusetts

EXEMPLARY PROJECTS

"Expanding Options: A Model to Attract Secondary Students Into Non-Traditional Vocational Programs"

University of Missouri, Columbia, MO.

Has sections on: Why recruit non-traditional workers
Strategies for Increasing non-traditional enrollment
- administrator strategies
- teacher strategies
- counselor strategies
- librarian strategies
- student strategies
- parent strategies

Retention (pages 39 and 40)
- schedule groups of same sex into same class
- break in classes tech basics
- supportive counseling
- peer support groups
- 12 suggestions in all

Placement (pages 40 and 41)
(seems that high non-traditional place higher non-traditional enrollment)

Administrators should avoid underestimating the willingness of local employers to hire "non-traditional" workers.

Follow up on placements - support on the job is very important. Methods can include:
- support groups
- role play
- child care, training

The report also includes activities/group discussions and a list of resources on non-traditional vocational education.

Lynch, Maureen. Project OPTION: Opening People To Increasing Opportunities Now
Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

Pilot project run to reduce the influences of sex role sterotyping on students' career choices and to promote sex-fair and sex-affirmative leading strategies and programs.

This project was intented to reduce sex stereotyping in student career choices, to promote awareness of the consequences of sex stereotyping and to design and promote teaching strategies which will reduce or mitigate sex bias in vocational education schools.

The research team first conducted a survey of attitudes of selected students, teachers and parents in the two towns under study. Based on the results of the survey, the research team developed several strategies to combat the stereotyping.

The project report also includes a discussion of how to construct a resource center for materials concerning sex equity.

Looks like the exercises regarding sex equity will be very interesting, useful.

EXEMPLARY PROJECTS

The following definitions apply throughout the (Project Option) report and are in accordance with those used in Public Law 94-482 of the Educational Amendment of 1976:

"Sex Bias" means behaviors resulting from the assumption that one sex is superior to the other.

"Sex Stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

"Sex Discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex.

The Recruitment and Training of Minorities as Vocational Instructors

Brief description of Boston State College project. Includes brief "curriculum design," very short.

A Verification of Industrial Education Teacher Competencies by In-Service Vocational Industrial Education Teachers and Industrial Arts Teachers from the Central Region of Pennsylvania

As part of a three stage implementation of a competency based teacher education program, a study was undertaken to identify and to unify teaching competencies for industrial education teacher education. After developing a list of 173 competencies, a survey was conducted of 448 in-service vocational industrial education teachers and 70 in-service industrial arts education teachers to establish the competencies to the two groups of teachers.

A Five Week Training Program for Vocational Rehabilitation Workshop Supervisors

Report includes workshop topics and agendas. Also four papers, including "motivation and Communication" by Jim Beeler.

Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education Final Report

Peter, Richard and Orville Nelson, University of Wisconsin, Center for Vocational, Technical and Adult Education.

This two day workshop featured structured presentations on the needs of secondary and post secondary vocational teachers as they relate to bilingual and bicultural vocational education. The conference was designed to provide information and to produce group discussion.

EXEMPLARY PROJECTS

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner City High School Students

California University of Los Angeles, Division of Vocational Education, March 1978. (ED 162055)

This project was undertaken to determine if career decisions of inner city high school students can be influenced by training in career information and career exploration. The study also attempted to determine how schools can achieve maximum benefit from exposure to the business community. The study was small, used written training modules regarding different occupations and involved the students in field trips to see various jobs.

Lynch, Maureen. Project OPTION: Opening People To Increasing Opportunities Now Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

Pilot project run to reduce the influences of sex role sterotyping on students' career choices and to promote sex-fair and sex-affirmative leading strategies and programs.

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